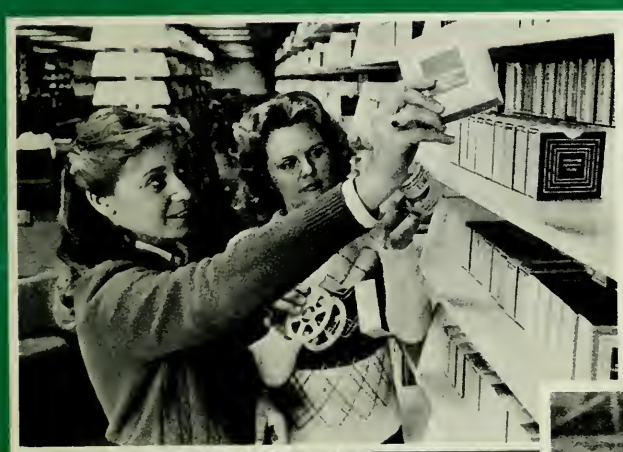
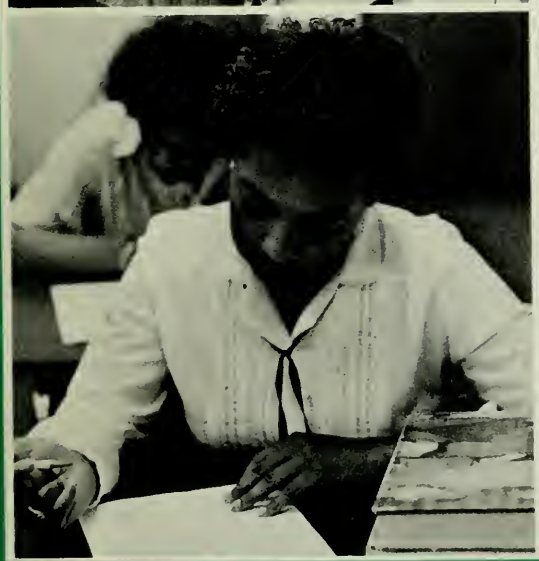
USCS

University of South Carolina at Spartanburg





1981-82 Catalog

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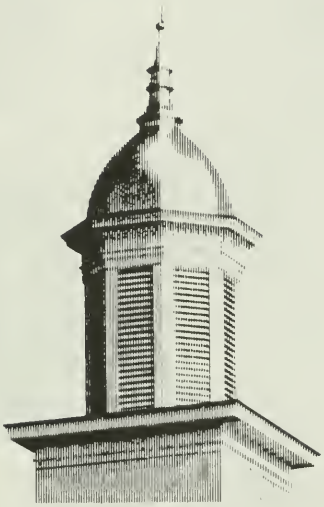
The University of South Carolina

at Spartanburg



USCS

1981-82

Catalog

The University of South Carolina at Spartanburg reserves the right to make changes in curricula, degree requirements, course offerings and all academic regulations when in the judgment of the faculty, the Chancellor, the President or the Board of Trustees, such changes are in the best interest of the students and the university.

Registration at the university assumes the student's acceptance of all published academic regulations, including both those which appear in this catalog and all others found in any official announcement.

The University of South Carolina at Spartanburg is committed to a policy of affirmative action which assures equal opportunity in education and employment to all qualified persons regardless of race, sex, religion, creed, handicap, disability, veteran status, national origin, or ancestry. In conformity with the rules of standard English, this catalog uses the pronoun "he" to refer to nouns such as "student" or "faculty member." Such usage should not be construed as implying any exclusion of or discrimination against women.

Career information, including employment statistics for USCS graduates, is available in the Counseling and Career Development Center located in the Media Center.

I certify that this catalog is true and correct in content and policy and states progress requirements for graduation.

Olin B. Sansbury, Jr.
Chancellor, USCS

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Academic Calendar

FALL 1981

August 26, Wednesday	Priority Drop/Add Day for paid C.A.R. participants
August 31, Monday	Packet Registration for Non-C.A.R. participants
September 2, Wednesday	Classes begin; late registration begins
September 3, Thursday	Drop/Add begins
September 8, Tuesday	Last day of late registration; last day to add a course or drop a course without a "W" being recorded
October 12, Monday	Last day to drop a course without academic penalty; last day to withdraw without academic penalty
October 16, Friday	Last day to apply for December graduation
October 20, Tuesday	Midpoint in semester
November 2, Monday	Spring 1982 advisement begins
November 13, Friday	Spring 1982 advisement ends
November 26-27, Thursday, Friday	Thanksgiving Recess
December 11, Friday	Last day of classes
December 14, Monday	Final examinations begin
December 21, Monday	Final examinations end
December 31, Thursday	Semester officially ends

SPRING 1982

January 12, Tuesday	Priority Drop/Add for C.A.R. participants
January 14, Thursday	Packet registration for Non-C.A.R. participants
January 18, Monday	Classes begin; late registration begins
January 19, Tuesday	Drop/Add begins
January 22, Friday	Last day of late registration; last day to add a course or drop a course without a "W" being recorded
February 19, Friday	Last day to drop a course without academic penalty; last day to withdraw without academic penalty
February 24, Wednesday	Last day to apply for May graduation
February 26, Friday	Midpoint in semester
April 5-9, Monday through Friday	Spring break
April 12, Monday	Summer and Fall 1982 advisement begins
April 23, Friday	Summer and Fall 1982 advisement ends
May 5, Wednesday	Last day of classes
May 6, Thursday	Final examinations begin
May 13, Thursday	Final examinations end
May 14, Friday	Commencement

FIRST SUMMER SESSION 1982

May 31, Monday	Registration
June 1, Tuesday	Classes begin; late registration begins
June 2, Wednesday	Late registration ends; last day to change schedule
June 10, Thursday	Last day to drop a course without academic penalty
July 5, Monday	Independence Day Holiday
July 7, Wednesday	Final examinations begin
July 8, Thursday	Final examinations end

SECOND SUMMER SESSION 1982

July 9, Friday	Registration
July 12, Monday	Classes begin; late registration begins
July 13, Tuesday	Late registration ends; last day to change schedule
July 21, Wednesday	Last day to drop a course without academic penalty
August 13, Friday	Final examinations begin
August 14, Saturday	Final examinations end
August 15, Sunday	Commencement

The University

The University of South Carolina at Spartanburg is one of four coeducational baccalaureate degree granting campuses in the University of South Carolina system. It is fully accredited by the Southern Association of Colleges and Schools.

USCS offers bachelor degree programs in fourteen subject areas, plus the associate degree in technical nursing. Professional degrees are offered in nursing, business administration, criminal justice, and education, while students can pursue liberal arts majors in English, history, political science, psychology, biology, and computer science. The Bachelor of Arts or Science in Interdisciplinary Studies program offers students an opportunity to meet their career needs. USCS also offers concentrations in journalism for English majors and public administration for political science majors.

More than 130 full-time instructors and professors make up the faculty at USCS, and approximately three-fourths of them hold the highest degree in their field. Among the colleges and universities represented on the USCS faculty are Columbia University, the University of Wisconsin at Madison, Dartmouth College, the University of Southern California, and the University of Michigan.

The following is the official USCS statement of purpose, which was adopted by the Faculty Senate in the spring of 1979:

USCS exists to serve the people of the Piedmont region of the Carolinas. Because high quality education should be readily available, USCS maintains low tuition and schedules courses at times that are convenient to both full-time and working students. Programs are designed to enrich the economic, cultural, and intellectual life of the students and the community by combining career preparation with a foundation in the arts and sciences. USCS, located in an area with a growing international community, recognizes the increasing interdependence among nations and seeks to expand the horizons of its students by incorporating a global perspective into its programs. Acknowledging that learning is a lifelong process requiring constant renewal, USCS also provides continuing education programs designed to meet the professional and personal needs of a variety of people within the region. As a dynamic university, USCS will continue to reflect and support its unique community needs and resources. The university intends to serve even more people in more ways and will consider, when appropriate, the introduction of new undergraduate and graduate programs, the establishment of special institutes, and the expansion of research activities. The University of South Carolina at Spartanburg offers equal opportunity in its employment, admissions, and educational activities in compliance with Title IX and other civil rights laws.

HISTORY

The story of the University of South Carolina at Spartanburg is a chronicle of remarkable growth and development. In 14 years, USCS has grown from a small regional campus into an important center of higher education for the entire upcountry region.

USCS was established primarily to avert what could have been a serious health care problem. In 1967, the Spartanburg General Hospital announced the phasing out of its diploma program for registered nurses. A citizens' committee investigated the situation, and ultimately requested that Spartanburg be included in the new nine-campus University of South Carolina system.

The Spartanburg Regional Campus, as the two-year school was first known, opened its doors in the fall of 1967 to 177 students, many of whom pursued an associate degree in nursing. Rapid growth soon made USCS a candidate for four-year status under the provisions of a legislative act of 1972.

In the fall of 1975, the Spartanburg Regional Campus officially became the University of South Carolina at Spartanburg, and the first twelve bachelor degree programs were approved by the South Carolina Higher Education Commission. Within a year, USCS became fully accredited by the Southern Association of Colleges and Schools and awarded its first baccalaureate degrees. Today, with an undergraduate enrollment of more than 2600, USCS looks forward to expanding its services to citizens from all over the Piedmont.

PUBLIC SERVICE

The University of South Carolina at Spartanburg, as the only public four-year campus serving commuting students from Greenville, Spartanburg, Cherokee, Union and Laurens Counties, is dedicated to serving the general public as well as students enrolled in its degree programs.

For the past several years, several hundred area public school children have participated in such USCS projects as the Piedmont Regional Science Fair, the Maggie's Drawers Literary Contest, and the Fourth Congressional District History Day. Their teachers and administrators benefitted from programs such as the School of Education's Education Policy Seminar and a series of computer short courses.

Through the Graduate Regional Studies Program, many students can work toward USC-Columbia Master's degrees in Spartanburg, and a large number of persons in the community upgrade their skills through non-credit Continuing Education short courses. USCS offices such as the Counseling and Career Development Center and the Developmental Services Department provide services to residents of the area as well as students. Library resources and services also may be used by any interested person in the community.

Each year, USCS offers a wide range of public programs on topics of special interest. In 1980-81, the calendar included the Sunbelt International convocations series as well as "Fifty Minutes," an informal weekly discussion group on world affairs. Guests in that program included former U.S. Ambassador to Saudi Arabia John C. West and New York Times columnist Tom Wicker. Another important program was the first annual Richard E. Tukey Business and Economic Outlook Lecture, sponsored jointly by the School of Business Administration and the Carolina Piedmont Foundation.

THE CAROLINA PIEDMONT FOUNDATION

As USCS seeks to reach out into the community, it does so with the realization that its future is closely linked to community support. Private support for scholarships, endowed chairs for professors, and general use is essential in providing the margin of excellence in the campus' programs.

Friends of the university may contribute these necessary funds to the Carolina Piedmont Foundation, Inc. Founded in 1972, the foundation is dedicated to assisting USCS in accomplishing its goal of excellence by soliciting and administering private funds and providing other services for the advancement of the campus.

For further information about the foundation and the tax benefits it offers, contact: Executive Secretary, Carolina Piedmont Foundation, Inc., University of South Carolina at Spartanburg, Spartanburg, SC 29303; telephone (803) 578-1800, extension 203.

BOARD OF DIRECTORS
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The Administration Building

The original building on the USCS campus, the Administration Building is an imposing three-story brick structure. In addition to administrative offices, it houses classrooms and laboratories for the faculty in science and mathematics. Also located in the building are terminals for the university system computer.

The G. B. Hodge Center

Built in 1973, the Hodge Center is a nursing/physical education complex which also houses student affairs offices. The main feature of the building is its gymnasium, which seats 2200 spectators and ranks as one of the outstanding physical education facilities in the area. In the summer of 1979, a new million dollar expansion program for the Hodge Center began. The building is named for Dr. G. B. Hodge, chairman of the Spartanburg County Commission for Higher Education.

Library Classroom Building

USCS occupied the $2.5 million library classroom building in the spring of 1977. The ground floor of the building houses an art gallery and the university library, which now has more than 100,000 volumes. The second floor is the temporary home of the School of Humanities and Sciences.

Media Center

USCS occupied the fourth major campus building, the Media Center, in the spring of 1978. The building now houses the Schools of Business Administration and Education, the Counseling and Career Development Center, various academic service offices, and the South Carolina ETV network studio.

Burroughs Child Development Center

Children between the ages of three and six can find an excellent education opportunity at the Child Development Center, which has been named for William Burroughs of the Spartanburg County Commission for Higher Education. The USCS center is noteworthy for its senior citizens volunteer program as well as its internship possibilities for USCS education majors.

Richard E. Tukey Lecture Theatre

Housed on the ground floor of the Library-Classroom Building, the Richard E. Tukey Lecture Theatre is ideal for plays, lectures, and musical presentations for audiences of up to 155 persons. The theatre is named for Richard E. Tukey, executive vice president of the Chamber of Commerce of Greater Spartanburg, and was furnished with a grant from the Spartanburg Herald-Journal.

Activities Building and Tennis Complex

The activities center provides the campus with space which can be used for meetings, student gatherings and physical education classes. It is located adjacent to the nine all-weather tennis courts. There is also spectator seating for the courts and equipment for outdoor basketball.

Admission and Academic Regulations

Admission

The University of South Carolina at Spartanburg strives to provide an opportunity to any student who is capable of benefiting from and shows promise for successful completion of a college education.

Prospective students may obtain application forms from the Admissions Office at the University of South Carolina at Spartanburg. The Admissions Office is located on the second floor of the Administration Building.

The university normally expects a student to have all credentials on file at the time of registration. Failure to do so will result in unnecessary delays at that time. Final determination of whether or not a student is accepted depends on final receipt and evaluation of all credentials. No student will be allowed to register for a second semester if all credentials have not been received.

Freshman Admission Requirements

Admission with classification as a freshman applies to beginning college students and to transfer students with fewer than 30 semester hours of college work attempted. Admission procedure is as follows:

1. Submit completed application form, application fee of $15, and transcript of high school record.
2. Submit SAT scores or ACT scores (students 22 years of age or over may be admitted without these scores).
3. Submit evidence of high school graduation or equivalent.
4. Students interested in the Bachelor of Interdisciplinary Studies or programs in nursing, education, or criminal justice should consult special admissions requirements listed in those sections of the catalog. Admission to USCS does not guarantee or imply admission to any of those programs.

Transfer Admission Requirements

Transfer applicants who have attempted less than 30 hours of college work must meet both freshman and transfer admission requirements; and submit official transcript from each previous post-secondary institution. Transfer applicants who have attempted more than 30 hours of post-secondary work must:

1. Meet academic eligibility to return to college last attended. (Students suspended from other institutions for disciplinary reasons must be approved by the Committee on Admissions and Petitions before being admitted to the university.)
2. Have a grade average of at least C (2.00 on a 4-point scale) on all college work attempted, or creditable work on 75% of all work attempted if grades earned were other than traditional.
3. Submit an official transcript directly to USCS from each previous college, university, or technical institution attended.
4. Submit completed application form and application fee.
5. Students interested in the Bachelor of Interdisciplinary Studies or programs in nursing, education, or criminal justice should consult special admissions requirements listed in those sections of the catalog. Admission to USCS does not guarantee or imply admission to any of those programs.

Admission Categories for Freshmen and Transfer Students

1. Regular student. This may be an entering freshman who has a minimum SAT score of 700 (350 Math and 350 Verbal). Also included in this category are transfer students with at least a 2.00 GPR from all previous post-secondary work.
2. Branch Special. All entering freshmen who do not project a 1.5 GPR and/or score below 350 math and/or 350 verbal on the SAT. In the case of transfers with less than 30 hours attempted, it would include those with less than a 2.00 GPR. (Refer to section on academic standing).
3. Non-Degree Student.
4. Probationary. Transfer students having more than 30 hours attempted with less than a 2.00 GPR. (Refer to section on academic standing.)

The university reserves the right to change the admission classification of a student as the result of satisfactory performance on the part of the student or error on the part of the Admissions Office.

Transient Admission Requirements

Transient students (students regularly enrolled at other colleges or universities) must submit application forms, the $15 application fee and have a letter of permission designating the particular courses in which they will be allowed to enroll from the college in which they are permanently enrolled.

Special Student Admission Requirements

Applicants who at the time of registration are not interested in working toward a bachelor's degree must submit an application for special student status and fulfill normal admission requirements (high school or college transcripts are not required). Students in this category may attend for one semester only. To proceed further, the student must meet the qualifications for regular admission or be approved for each additional semester.

Readmission of Former Students

Students who are out of the university for one or more semesters (other than regularly enrolled students who choose not to attend the summer session) must submit an application for readmission to the Admissions Office. Absence for the summer does not necessitate a new application for the fall.

A student who leaves the university in good standing and attends another collegiate institution without prior arrangement to return must fulfill regular transfer student admission requirements in order to be readmitted.

Students who left the university on suspension and have been out one semester or longer must, if still on suspension, submit both an application for readmission and an application for reinstatement. If the period of suspension has been served in its entirety, the student must submit only a readmission application. Students who have been suspended but have not begun serving suspension must submit an application for reinstatement, but do not need to apply for readmission.

A student attending another collegiate institution while on academic suspension from the university must maintain a grade average of 2.00 or better while at that institution in order to retain the privilege of being readmitted at the conclusion of the suspension. It should be noted that students suspended from the university for any reason may not earn academic credit during the period of suspension by residence elsewhere.

Requirements of Non-Degree Students

Persons currently enrolled in any post-secondary institution may not be admitted as Non-Degree Students. Applicants must be South Carolina residents. Students on suspension from any campus of USC or any other post-secondary institution may not be admitted under this program. Applicants must submit a new application for each semester attended. Under no conditions will this application status be used for the circumvention of stated university admission standards. The Director of Admissions reserves the right to refuse use of this category to any applicant who is obviously seeking admission as a degree candidate.

Admission of Students with Baccalaureate Degrees

Students who hold a bachelor's degree from any college or university but who, for any reason, do not seek admission to degree candidacy in any program in the Graduate School of University of South Carolina at Columbia, are designated "unclassified students." An applicant may be admitted as an unclassified student upon proof of graduation with a baccalaureate degree. Such a student will be required, however, to maintain standards of academic progress equal to those required of regular undergraduate students for continuation in the university beyond the first semester. Students in this category may earn only undergraduate credit.

Students holding a bachelor's degree and who seek a second undergraduate degree from the university must meet transfer student admission requirements.

Admission of Auditors

Persons wishing to attend university classes without earning credit may be admitted upon approval of the instructor and the Director of Admissions. They are not required to take entrance examinations.

Retired teachers are extended the courtesy of auditing free of charge.

Applicants should read carefully the regulations pertaining to course auditing.

Admission of Foreign Students

In addition to meeting all other admission requirements, all foreign applicants must submit evidence of proficiency in English adequate for doing college work. Evidence may be attested by satisfactory scores on the Test of English as a Foreign Language (TOEFL).

A foreign student must complete his application at least 90 days before the beginning of the semester for which he is applying.

Admission of High School Students

Qualified high school students who have completed their junior year and have a total score of 900 or better on the SAT may enroll for courses on the recommendation of their high school principal or counselor.

Summer Admissions

Both summer sessions at USCS are classified as open enrollment periods. A student not on suspension from another institution may attend during the summer even though he would not otherwise be qualified to do so. Students who have been previously turned down for admission or who anticipate problems in being admitted are encouraged to attend summer school and take advantage of this opportunity to improve their records. It should be noted that attendance in summer school does not guarantee admission to the fall or spring semesters. It may, however, provide additional evidence of admissibility.

Academic Regulations

GENERAL EXPECTATIONS

As the chief governing body of the university system, the Board of Trustees delegates powers to the Chancellor, the President and the faculty in accordance with its policies. Subject to the review of the Chancellor, the President and the Board of Trustees, the faculty retains legislative powers in all matters pertaining to the standards of admission, registration, instruction, research, and extracurricular activities; the requirements for the granting of degrees earned in course; the curricula; the discipline of students; the educational policies and standards of the university; and all other matters affecting the conduct of academic affairs.

The university reserves the right to make changes in curricula, degree requirements, course offerings, and all academic regulations, at any time when in the judgment of the faculty, the Chancellor, the President, or the Board of Trustees such changes are for the best interest of the students of the university.

Registration at the university assumes the student's acceptance of all published academic regulations, including both those which appear in this catalog and all others found in any official announcement.

Students are advised that unforeseen circumstances may interfere with the scheduling of any given course or degree offering. Students will be expected to take such developments into account as they arise, even if doing so will mean a delay in some of their academic goals or a modification of those goals. The school concerned will work closely

with students facing such problems in an effort to resolve them with a minimum of difficulty.

A student may expect to be allowed to obtain a degree in accordance with the requirements set forth in the regulations in force when he enters the university, or under subsequent regulations published while he is a student. However, a student is restricted in choice to the requirements of one specific catalog. Undergraduate students who enter the university under the regulation of a catalog have a period of eight years, inclusive and continuous, in which to claim the rights of that catalog.

A full-time undergraduate student who is absent from the university for no longer than five years and who returns to complete his program of study shall have the right to continue under the catalog in effect at the time of original matriculation. Alternatively, the student may elect to finish his program under the catalog in effect at the time of his return. If the period of absence is longer than five years, the student will be subject to the rules and regulations in force at the time of his return. Under no circumstances will any student be allowed to appeal to short-lived rules and regulations which were adopted and abandoned during the period of absence.

If there have been drastic revisions of curricula or programs during the student's absence (even if for less than five years), upon returning to the university there may be no choice but to adopt the new program or a transitional program approved by his dean. USCS will not be responsible for providing programs or courses which were deleted during the period of absence.

Right of Petition

A student who considers that he is entitled to relief from, or any deviation in, the academic regulations of the university may submit his case to the Vice Chancellor for Academic Affairs for consideration by the Academic Affairs Committee.

Course of Studies

The student is expected to follow the program outlined by his school as closely as possible, particularly in the first two years when he is satisfying basic degree requirements and prerequisites for advanced work.

A student must pursue required courses in the prescribed sequence. Failure to do so may lead to future schedule difficulties and the student may find that the subject for which he wishes to enroll is either not available or is closed to students with advanced standing. A student who fails to complete successfully all of his freshman requirements may not enroll in courses in his major field beyond the sophomore level. In the event that a student is ineligible to continue courses in his major field he may, however, take electives until the deficiency is removed.

Change of Name or Address

It is the obligation of every student to notify the Office of Student Records of any change in name or address. Failure to do so can cause serious delay in the handling of student records and in notification of emergencies at home. Change of name may only be accomplished by presenting proper legal documentation.

Indebtedness

It is expected that every student will discharge any indebtedness to the university as quickly as possible. No degree will be conferred on, nor any diploma, certificate, or record transcript issued to, a student who has not made satisfactory settlement with the Treasurer for all of his indebtedness to the university. A student may be prohibited from attending classes or standing final examinations after the due date of any unpaid obligation.

REGISTRATION

To be officially enrolled in the university a student must be academically eligible, have his registration material approved by the dean of the school in which he is matriculating, and by the Director of Records and Registration and possess a receipt issued by the Treasurer for payment of current academic fees. Enrollment by proxy is not allowed unless permission has been obtained in advance from the Office of Student Records.

A student is expected to complete registration (including the payment of all required fees and having an ID card made or validated) on the dates prescribed in the university calendar. A fee of $5 will be charged those students registering during the late registration period.

Auditing

Auditing a course consists of attending classes and listening without actively participating in the class. An auditor is not responsible for any assignments or examinations. No course of a skill-acquiring nature (such as swimming, typing, etc.) may be taken on an audit basis. No credit may be earned in an audited course by examination or otherwise. No audited course may be repeated for credit at a later date.

The request for the privilege of auditing a course should be made to the instructional department concerned, and should be for a specified semester. The applicant must complete the prescribed procedure for enrollment through the Office of Admissions before class attendance will be permitted. A student must have been admitted to the university to be eligible for auditing any course.

Students taking a class for credit will be given preference to available space where class size limits are in effect.

A student who has registered for a course on an audit basis and who wishes to change his registration to take the course for credit (or who wishes to change from credit to audit) must do so no later than the last day for adding courses, as published in the university calendar. The change must be requested on a change of schedule form properly signed by the course instructor and the Dean of the major school, and submitted to the Office of Student Records.

Course Load

To graduate within a normal period of time, students should take approximately 15-18 credit hours per semester in academic studies. Each student should talk to his advisor to determine the correct number of hours per semester for his major. All students enrolling for more than 17 hours must receive permission from the Vice-Chancellor for Academic Affairs. No student will be given permission for an overload unless he has an overall GPR of 3.00 or has made a 3.00 the previous semester. The maximum load any student may carry is 21 hours. Forms for overloads are available in the Office of Student Records.

Correspondence or Other Courses

Undergraduates may receive credit for correspondence courses taken concurrently with their regular academic work. Students must request permission to enroll in such courses on a form available at the Office of Student Records. Enrollment must be approved in advance by the dean of the school in which the student is enrolled.

Repetition of Course Work

A student may repeat a course he has passed in order to raise his grade only in the event that the school in which he is seeking a degree requires a higher grade in the course. A student who repeats a course will have both course registrations on his permanent record. Both grades will be used in the calculation of the GPR.

Undergraduate Enrollment in Graduate Courses

Qualified undergraduate students may enroll for undergraduate or graduate credit in courses number 500 through 699. Except in special cases, undergraduates may not enroll for credit courses numbered 700 through 899.

Work taken by undergraduates may be applied toward a graduate degree only on the condition that:

1. the student has been accepted as a prospective graduate student with the approval of the dean of the school concerned and the dean of the graduate school;
2. the student is adequately prepared for graduate work in the field concerned; and
3. the privilege is exercised only during the senior year.

In no case may a student's program constitute more than a full academic load.

Summer Session

The summer session consists of two terms normally totaling eleven weeks. Any student regularly enrolled in the university may take work applicable to the degree he seeks during the summer session. All regulations governing the regular academic year pertain as well to the summer session.

A complete listing of all courses offered in the summer session will be available after April 1 at the Office of Student Records.

The maximum course load permitted in the summer session is 6 semester hours per term. A single extra hour may be carried if one of the courses involved is a 4-hour course.

The university reserves the right to withdraw any course in the case of inadequate enrollment. Registration in any course may be closed when the maximum enrollment for efficient work has been reached.

CHANGES OF REGISTRATION

Changes of Enrollment

A change in enrollment involves adding or withdrawing from a course, changing from one course section to another, changing the number of credits involved in any course, changing course registration from audit to credit or from credit to audit, or electing or revoking a pass/fail option. Any change in enrollment must be recorded with the Office of Student Records on a change of schedule form with all required signatures.

Any change which involves adding a course or changing enrollment from audit to credit or from credit to audit must be completed by the last day to change course schedule as published in the university calendar. A student may elect or revoke the pass/fail option no later than the last day for withdrawal from a course without penalty. Students are urged to consult with the dean of the school in which they are enrolled concerning any change of schedule.

Changes in Curriculum

A student who desires to change his program of studies involving transfer from one school of the university to another is required to (1) obtain a change in curriculum form from the Office of Student Records; (2) have this form signed by the dean of the school in which he is currently enrolled; (3) present the form for the approval of the dean of the school in which he plans to enroll and give him the copy of the academic record obtained from the Office of Student Records.

To be valid, a change of curriculum must not only follow the procedures indicated but must also be completed in advance of registration.

Dropping a Course

Courses dropped during the late registration period will not be recorded on a student's permanent record and will not enter into the computation of hours attempted, grade point ratio, or any other totals. Courses dropped following late registration but on or before the last day to drop a course without penalty will be recorded as a W on the student's transcript but will not enter into the computation of hours attempted, grade point ratio, or any other totals. A grade of WF will normally be recorded for any course dropped after the first six weeks. In summer sessions and other shortened semesters, the time allowed for the withdrawal from any course without a grade of WF being recorded will be equal to one-third the total number of class days from the beginning of the semester. Check the university's academic calendar for the prescribed date in each semester.

A grade of W may be assigned in exceptional cases to indicate satisfactory performance in courses from which a student withdraws after the free drop date. This grade is used primarily in cases of withdrawal from USCS or in cases of dropping a course for medical reasons, and requires the concurrence of the instructor and the appropriate dean. The grade of W can override a WF only upon receipt of the "Assignment of W Grade for Medical Reasons or Extenuating Circumstances" form which has been approved by the dean of the appropriate school. The student may obtain this form at the Office of Student Records. This form must be returned to the Office of Student Records by the appropriate dean or chairperson.

To drop a course:
(1) Get a change of schedule form from the Office of Student Records.
(2) Discuss the matter with your advisor and have him sign the form.
(3) Have the instructor of the course and the dean sign the form.
(4) Return the change of schedule form to Office of Student Records.

This procedure is also followed to add courses prior to the last day to add a course according to the university calendar.

If a student drops a course after the published penalty date without notifying the Office of Student Records, he will receive an F automatically. The student may receive a grade of WF by submitting a change of schedule form. A grade of W may be awarded in exceptional cases.

Course Substitutions

Only under unavoidable and exceptional circumstances will the faculty permit substitution for or exemption from the prescribed curricula. When it becomes necessary to request a deviation from the prescribed course of study, the student should consult the dean of the school in which he is majoring before preparing a petition listing the substitutions or exemptions sought and the reasons for such a request. Petitions are submitted on forms obtainable from the Office of Student Records and must be returned to the dean of the school in which the student is enrolled.

Any deviation from degree requirements as published in the catalog must have the approval of the Vice Chancellor for Academic Affairs. The Academic Affairs Committee functions only in the role of an appeal board in cases where a decision satisfactory to the Vice Chancellor and the student cannot be reached.

A student transferring from another college or university who desires to substitute courses taken elsewhere for courses prescribed at USCS must submit such petitions to the dean of the school in which he expects to enroll prior to enrollment for his first semester at the university. Petitions for all other substitutions must be approved prior to the last date for enrollment of the semester in which the substitute course is to be taken.

WITHDRAWAL

A student wishing to withdraw officially from the university should request a withdrawal application form from the Counseling and Career Development Center (M213). It is the student's responsibility to complete an exit interview, obtain the required signatures, and return the form to the Office of Student Records for final action. A student who stops attending the university without following the withdrawal procedure may prejudice any future attempt to re-enter the university.

A student withdrawing from the university prior to the last day to drop a course according to the official university calendar will have the date of his withdrawal posted on his transcript. Courses from which the student withdraws before the free drop date will not be recorded on his transcript or used to figure his grade point ratio. A student withdrawing after the last day to drop a course without penalty normally will receive a grade of WF for each course in which he was enrolled.

A student withdrawing after the last day to drop a course without penalty may petition to receive a grade of W rather than WF by submitting an "Assignment of W Grade for Medical Reasons or Extenuating Circumstances."

CLASS ATTENDANCE

When a student enrolls in a particular course, he is responsible for all the work which may be assigned. Punctual and regular attendance is vital to the discharge of this obligation. The student is responsible for all assigned work in a course, and absences, excused or unexecused, do not absolve him from this responsibility.

The instructor will determine whether an absence from his class shall be excused or unexcused. Absences will be excused for (a) incapacitating illness, (b) official representation of the university, (c) death of a close relative, (d) religious holiday, and (e) other circumstances preventing attendance but beyond control of the student. Excuses for official representation of the university should be obtained from the official supervising the activity with prior permission from the Vice Chancellor for Academic Affairs. Absences from announced quizzes and laboratory sessions will be made up at the discretion of the instructor.

In the event of impasse between student and instructor, and upon appeal by the student, the dean of the school in which the course is taught shall make the final decision as to whether an absence is to be considered excused.

The total number of allowable absences in any given course is determined largely by the course level; in effect, attendance regulations become less exacting as a student's academic experience increases. (See School of Nursing Section for specific attendance policies for that School.) Specific regulations are as follows:

A. Courses numbered below 300.
   1. In order to obtain credit in the course the student must attend at least 75 percent of the class sessions and 75 percent of the laboratory sessions.
   2. The maximum number of unexecused absences that may be accumulated shall be:
      (a) Twice the number of weekly class meetings for courses running the full semester. In courses which consist of both lectures and laboratory sessions, a student may take a maximum number of unexcused absences equal to twice the number of weekly meetings in the laboratory portion. In courses which are entirely laboratory in nature, the maximum number of unexcused absences shall be three.
      (b) Equal to the number of weekly class meetings for courses running half a semester.
      (c) Four for summer courses.
   3. A student having a grade point ratio of 3.00 in the previous semester shall be restricted only by the requirement that he must attend 75 percent of both classes and laboratory sessions to obtain credit for the course.

B. Courses at the 300 and 400 level.

Students enrolled in 300 or 400 level courses are limited to those courses only by the requirement that in order to obtain credit in the course they must attend 75 percent of the classes and 75 percent of the laboratory sessions. Thus, absences should be recorded but, except for purposes of aiding the instructor in making a decision to allow work to be made up, the designation of absences as excused or unexcused is unnecessary.

C. Courses at the 500 to 600 level.

Students enrolled in 500 to 600 level courses are not restricted to any specific number of absences in such courses. Thus, except for purposes of aiding the instructor in making a decision to allow work to be made up, neither the recording of absences nor the designation of absences as excused or unexcused is necessary.

Although the student is encouraged to maintain punctual and regular class attendance, the regulations as stated above establish an allowable number of class absences which students may accumulate without penalty. In no instance shall a faculty member impose more restrictive attendance regulations. Faculty members should notify classes specifically of the attendance policy which they intend to follow in each class.

EXAMINATIONS

Regular final examinations are held at the close of each semester. Examination schedules are published in the official class schedule. The results of these examinations plus other assigned work, combined with the grades for class performance, determine the reports given at the end of the semester. No final examination may be held outside of the stated time without the special permission of the Vice Chancellor for Academic Affairs. Deviations from this policy should be reported to the Vice Chancellor for Academic Affairs.

In any course which meets two or three times a week, no quiz, test, or examination shall be given during the last two class sessions prior to the regular examination period. In any course which meets once a week, no quiz, test or examination shall be given during the last class session prior to the regular examination period. In any course which meets more than three times a week, no quiz, test or examination shall be given during the last three class sessions prior to the regular examination period.

By consent of the instructor, a student may be transferred from one examination section to another of the same course.

A student who is absent from any examination will be given the grade F on the course if he has not offered an excuse acceptable to the instructor. If excused he will be assigned a grade of I, and may complete the course through a deferred examination (see below).

Re-examination or the assignment of additional work for the purpose of removing an F or raising a grade is not permitted.

Graduating Seniors

Final grades for graduating seniors are due one week before graduation. The instructor may either (1) base the final grade on performance during the semester, or (2) give an earlier final examination for graduating seniors. In case the student does not find either of these two options satisfactory, he may elect to take the regularly scheduled final exam. His graduation will be deferred if grades cannot be computed in time to meet the deadline of one week prior to graduation.

Deferred Examinations

A student with excused absences from examinations in one semester has the privilege of deferred or special examinations and may take the deferred examination at the next regular examination period with credit for semester standing provided the examination is taken at the convenience of the instructor. The examination must be taken within one calendar year from the time that the absence was incurred. Deferred examinations will be granted only in case of absence certified as unavoidable because of sickness or other cause, rendering attendance at examination impossible.

Course Credit

The credit value of each course is usually determined by the number of class meetings per week for one semester. Two or three laboratory hours (one period) are equivalent to one class meeting. The semester hour credit for each course is included in each course description.

No student who is suspended from the University of South Carolina at Spartanburg for any reason may earn academic credit during the period of his suspension by residence elsewhere. No student who has been suspended may have correspondence course credit entered upon his records until one calendar year from the date of his return to the university.

Advanced Placement by Examination

Baccalaureate degree candidates may qualify for degree credit and/or advanced placement through:

1. College Entrance Examination Board Advanced Placement Examinations in American history, biology, chemistry, English and composition, English composition and literature, European history, French, German, Spanish, Latin, mathematics-calculus AB, mathematics-calculus BC, music theory, music history, physics B, physics C, and physics E and M.
2. College Level Examination Program (CLEP) subject exams in introductory accounting, Afro-American history, American government, American history, American literature, general biology, business law, calculus with elementary functions, college algebra, college algebra and trigonometry, college composition, general chemistry, education psychology, English literature, human growth and development, analysis and interpretation of literature, introductory marketing, introductory macroeconomics, introductory microeconomics, micro macroeconomics, money and banking, general psychology, introductory sociology, statistics, and Western civilization. These examinations are offered prior to Fall and Spring registration periods. No credit will be given for the CLEP General Examination.

Candidates who fail to attain the required passing mark on an advanced placement examination are not permitted to repeat the examination. The required credits must be obtained instead by enrollment in, and satisfactory completion of, the course(s) involved.

College Credit by Examination

A student regularly enrolled or formerly enrolled in the university may obtain credit by examination in a course in which he has had no class attendance or semester standing; permission must, however, be obtained from the dean of the school involved. A grade of not less than B on the examination is necessary in order to receive credit for the course. Examinations are not permitted in courses in which a student previously has been enrolled regularly or as an auditor. The applicant must pay the Office of Student Records in

advance of the examination a fee of $8 per semester hour; this fee is not refundable. The Office of Student Records will issue a receipt which must be shown to the dean of the school conducting the examination, who shall immediately report the results of the examination to the Office of Student Records. Credits earned under this regulation are recorded with hours earned only.

TRANSFERS

Before enrolling in class, students transferring to USCS from another college or university must have their transcripts evaluated by the dean of the school in which they intend to matriculate.

Students transferring from a four-year institution not accredited by the appropriate regional accrediting association may validate hours earned at the unaccredited institution by successful completion of 15 hours at USCS with a minimum 2.00 GPR. Credits earned at two-year non-accredited institutions may be validated by examination.

No transfer credit will be accepted on a course for the equivalent of which a student has been enrolled previously in the university unless the academic work presented for transfer represents a minimum of a full year of residence work at the other institution. Similarly, a student cannot receive credit for a course taken at the university if he has received transfer credit for an equivalent course taken previously at another institution.

Credit for summer school, correspondence, and extension work completed at other institutions by a regular USCS student will not be accepted for transfer if the student has previously been enrolled in an equivalent course in the university. Credit on other courses will be accepted only under the conditions that (1) each course has been approved in advance by the dean concerned or the Vice Chancellor for Academic Affairs, and such approval filed in writing with the Office of Student Records; and (2) each course has been passed with a grade adequate for transfer purposes.

Credits earned while a student is on academic suspension from the university cannot be applied toward a degree or used in improving the grade point ratio.

A maximum of 30 semester hours earned in correspondence courses, service schools, educational programs of non-collegiate organizations, off-campus extension classes or while classified as a special student will be accepted as partial fulfillment of the requirements for baccalaureate degree. A student planning to pursue work at other institutions or through correspondence or off-campus extension classes must complete this work before attaining senior classification (90 semester hours) since the last 30 credits (representing the senior year's work) must be earned in residence at USCS.

Associate Degrees

Credits earned in courses designed especially for programs leading to an associate degree may be transferable for credit. In certain instances, credit in such courses may be obtained by a validation examination, given upon approval of the dean of the school in which the subject is taught. Grades earned in courses completed in programs leading to an associate degree that are validated by examination will not be counted in computing the grade point ratio for baccalaureate degree programs.

Special Regulations Applying to Non-Degree Students

Non-degree students must take no more than 9 hours in any semester (labs excluded). Students may not select a major while in a non-degree status. A maximum of 30 semester hours taken as a non-degree student may be applied toward a degree. Students admitted as non-degree candidates may enroll in any course for which they are qualified. (Qualifications are stated in this catalog—questions should be referred to the dean of the school under which the course is taught.) Enrollment in courses will be on a space-available basis, and applicants will not be allowed to pre-register for future semesters. Credits earned while in this category may not be considered toward a degree program at the university until the student has applied for and been fully accepted for enrollment into a degree program. Non-degree students are subject to all USCS academic rules and regulations.

GRADING SYSTEM

The grading system outlined below is in effect for all students at the university. Under this system undergraduate course credit is granted only for earned grades of A, B+, B, C+, C, D+, D or S. Any of the following symbols (except NR) become a permanent part of a student's academic record when assigned.

A, B, C, D and F carry the traditional academic connotations of excellent, good, average, poor, and failing performance, respectively.

S and U indicate, respectively, satisfactory (passing) and unsatisfactory (failing) performance in courses carried under Pass-Fail or non-credit options. The use of the Pass-Fail grading option in such courses is indicated in their catalog descriptions. No course carried under the Pass-Fail option will affect a student's grade point ratio or the evaluation of suspension conditions.

WF is assigned for withdrawal from a course after the free drop date (the deadline prescribed in the university's academic calendar for withdrawal without penalty), and is treated as F in the evaluation of suspension conditions and GPR computation.

W is assigned for withdrawals following late registration but on or before the free drop date. W may be assigned, in exceptional cases, to indicate satisfactory performance in courses from which a student withdraws after the free drop date. The grade is used primarily in cases of withdrawal from the university or course withdrawal for medical reasons, and requires the concurrence of the instructor and the Vice Chancellor for Academic Affairs. A grade of W will be treated in the same manner as a passing grade in the evaluation of suspension conditions and GPR computation.

I, incomplete, indicates satisfactory attendance and performance but failure to complete some portion of the assigned work in the course. By arrangement with the instructor, the student may have up to twelve months during which to complete the work before a final grade is recorded. A student seeking an I must arrange a meeting with the instructor before the end of the term in order to draw up a contract stating the requirements for the completion of the course. If, as indicated by the instructor, circumstances prohibit a contract meeting before the end of the term, such a meeting should be held within the first thirty days of the next regular (i.e., fall or spring) semester. If the student does not meet with the instructor to draw up a contract by the end of this thirty day period, a final grade may be assigned at the discretion of the instructor. The contract, signed by the instructor and the student, will include the work to be completed and the deadline(s) for completion; but in no case will the ultimate deadline be more than twelve months from the date that the I was given. The instructor will keep the original contract, and copies will be given to the student and the dean of the school in which the course is offered. After one year a grade of I may be changed to another symbol only if it was recorded erroneously. The grade of I will affect the computation of GPR as if it were a grade of F until a permanent grade is assigned.

AUD indicates a course was carried on an audit basis.

NR, no record, is assigned by the Office of Student Records only in the event an instructor fails to submit a student's grade by the proper time. It is a temporary mark on the transcript and must be replaced by a grade of A, B+, B, C+, C, D+, D, F, WF, S, U, or I. An NR will be changed to a grade of S after one semester if no other grade can be obtained from the instructor by the appropriate dean.

Pass-Fail Grading

The Pass-Fail option is designed to encourage students to investigate fields of study other than those required by their particular degree program. A limited number of courses in these areas of personal interest may be taken on a Pass-Fail basis so that the student's grade point ratio will not be affected. The only grades assigned on courses taken under the Pass-Fail option are S and U; a grade of S indicates satisfactory performance. A student will be given credit for courses in which the grade of S is earned, but these courses will not affect the computation of the GPR.

Specific provisions of the Pass-Fail program are as follows:

1. The Pass-Fail grading system is in effect for an indefinite period of time, subject to periodic review.
2. The Pass-Fail option is available to all undergraduate students except those whose semester or cumulative GPR is less than 2.00.
3. Students are permitted to exercise the Pass-Fail option only on free elective courses.

4. Students are permitted to take no more than eight courses on a Pass-Fail basis during their undergraduate career.

5. The option is offered on all courses at the undergraduate level.

6. A student wishing to exercise the option must have the permission of the dean of the appropriate school and of his academic advisor.

7. The option may be elected or revoked by the student no later than the last day for withdrawing from the course without a penalty.

8. Normal prerequisites may be waived for students taking a course on a Pass-Fail basis.

9. Courses taken under this option will be excluded from the calculation of the GPR.

10. A grade of S will be entered by the Office of Student Records from a regularly assigned passing grade; a failing grade will be registered as U.

Grade Point Ratio

The grade point ratio is computed on the basis of all semester hours attempted for credit, except for credit hours carried under the Pass-Fail option. The GPR is not affected by courses taken on a non-credit or audit basis. No course in which a grade of S, U, AUD, or W is earned is considered in computing the GPR.

The grade points earned in any course carried with a passing grade (A, B+, B, C+, C, D+, or D) are computed by multiplying the number of semester hour credits assigned to the course by a factor determined by the grade. For courses in which the grade of A is earned, the factor is 4; for B+, 3.5; for B, 3; for C+, 2.5; for C, 2; for D+, 1.5 and for D, 1. The grade point ratio is determined by dividing the sum total of all grade points by the total number of hours attempted for credit (excepting hours carried on a Pass-Fail basis). No grade points are assigned to the symbols F, S, U, WF, W, I, AUD, or NR.

Grade Reports

At the end of each semester a report of grades and attendance is sent to the student at his permanent address. Midterm grade reports are sent to all students; performance at mid-semester will be indicated only as satisfactory (S) or unsatisfactory (U). Midterm grades are not sent during summer terms.

Transcripts

A transcript of a student's record carries the following information: admission data; current status; a detailed statement of the scholastic record showing courses pursued with semester hours carried; semester hours earned; grade; grade points; and system of grading. All failures, incomplete grades and penalties such as probation, suspension, or other restrictions are also indicated. No partial record will be issued.

All requests for transcripts must be in written form. Any student who needs a copy of his transcript or a certified copy of the end-of-semester grade report must complete a transcript request form at the Office of Student Records. The first transcript made for any student will be furnished without charge. Subsequent copies cost $2; a charge of $1 each will be made for additional copies ordered at the same time. Certified copies of the end-of-semester grade report are available at $1 each.

Unofficial transcripts are available at the Office of Student Records. A student may obtain the first copy free, but all subsequent copies will cost $.50 per copy.

No transcript will be issued to a student who is indebted to the university.

With the exception of copies made for internal university use, no copy of a student's record will be released anywhere (including the State Department of Education) without the student's written consent.

Academic Grievances

Academic grievances will include (but are not limited to) the following areas: grading, acceptance into a program (e.g., nursing, education), academic policies and transfer credit. Any student having a grievance should start the process with the appropriate academic dean. Each school has developed its own policy for academic grievances. If the problem is not solved at the school level, the student may appeal to the Vice Chancellor for Academic Affairs.

CLASSIFICATION OF STUDENTS

Classification is based on the total number of semester credit hours earned; a student must have earned 30 hours to be classified as a sophomore, 60 for classification as a junior, and 90 for classification as a senior. Students are classified at the beginning of each semester.

CONFIDENTIALITY OF STUDENT RECORDS

In accordance with the Family Education Rights and Privacy Act of 1974, USCS students have the right to review, inspect, and challenge the accuracy of information kept in a cumulative file by the institution unless the student waives this right. It also insures that records cannot be released in other than emergency situations without written consent of the student, except in the following situations:

1. To other school officials, including faculty within the educational institution or local educational agency who have legitimate educational interests.
2. To officials of other schools or school systems in which the student intends to enroll, upon condition that the student be notified of the transfer, receive a copy of the record if desired, and have an opportunity for a hearing to challenge the content of the record.

3. To authorized representatives of the Comptroller General of the United States, the Secretary of the U.S. Department of Education, an administrative head of an education agency, or state educational authorities.

4. In connection with a student's application for, and receipt of, financial aid.

5. Where the information is classified as "directory information." The following categories of information have been designated by the university as directory information: name, address, telephone listings, date and place of birth, major field of study, dates of attendance, degrees and awards received, and the most recent educational institution attended by the student. If you do not wish such information released without your consent, you should notify the Office of Student Records prior to the first day of classes.

Questions concerning this law and the university's policy concerning release of academic information may be directed to the Office of Student Records.

ACADEMIC STANDING

The following standards regarding scholastic eligibility are applicable to all undergraduate students. Administration of these regulations is the responsibility of the Vice Chancellor for Academic Affairs, who is not empowered to waive any of the provisions. A student may be granted relief from these regulations by the Committee on Admissions and Petitions only in extraordinary circumstances.

Branch Specials

A student designated as a Branch Special must have a GPR of 2.00 at the completion of the first 30 hours attempted at USCS. He may not transfer to another USC campus prior to the successful completion of this 30 hours.

Failure to attain the required 2.00 GPR may result in dismissal from the university. The Branch Special student is also subject to the conditions for probation and suspension as given below.

Probation

A student who is granted relief from the suspension provision by the Committee on Admissions and Petitions will be placed on academic probation for one semester; the committee may place stipulations on the probationary readmission.

The student's record will be reviewed at the end of the probationary period. If he has met the conditions set forth by the Committee on Admissions and Petitions he will be either continued in his present status or removed from probation. Failure to meet the committee's conditions will result in suspension.

Students placed on transfer probation at the time of admission will be reviewed at the end of the probationary semester. The Committee on Admissions and Petitions may choose to lift the probation, continue probation, or terminate the student for lack of satisfactory progress.

Any student whose GPR falls below the sum of 1.0 plus 1% of attempted hours will be placed on Academic Probation. (For example, a student with 45 attempted hours must have a GPR of at least 1.45). Student records will be reviewed every semester; however, no student will be subject to probation until he or she has attempted 12 hours.

Students who are on academic probation must obtain at least a 2.0 average on the first 12 or more hours attempted under this status. These hours may be taken over more than one semester. Students failing to meet this requirement will be subject to suspension upon the recommendation of the Committee on Admissions and Petitions.

Suspension

A student's record for the past twelve (12) months will be reviewed at the end of each spring semester. The student will be suspended if he or she fails to pass one-half of the course hours attempted in the past 12 months. If the student has been in attendance for fewer than 12 months the computation will be based on hours attempted.

The following exception will apply: Any student who attempts less than 12 hours work during a fall and/or spring semester combined shall not be subject to suspension.

A student placed on suspension to begin in September may attend summer school at USCS preceding the date of suspension, and if the student satisfies the 50 percent rule as stated above his suspension is removed.

The duration of each suspension is two semesters. The semester count is not to include summer school.

A student on suspension may not be admitted to, or continue in, any program of the university for credit or for grade point ratio purposes. Credits earned at other institutions while a student is on suspension from the university may not be applied toward a degree from USCS or used for improving the grade point ratio. Credits earned through correspondence courses initiated during the period of suspension may not be entered on a student's academic record until one calendar year from the date of his return to the university.

ACADEMIC HONORS

Honor Lists

Each semester academic achievement is recognized by entering on the President's Honor List or the Dean's Honor List the names of students who, in the previous semester, attained the following standards:

President's Honor List:

A grade point ratio of 4.00 earned on a minimum of 12 credited semester hours.

Dean's Honor List:

A grade point ratio of 3.50 or higher (3.25 or higher for freshmen) earned on a minimum of 12 credited semester hours.

No course carried on a Pass-Fail basis will be counted toward the 12 hours required for either the President's or Dean's Honor List.

Graduation with Honors

Graduation with honors will be based on a cumulative GPR calculated on the basis of ALL work in the student's college career, including any attempted at other institutions. This calculation will include all courses attempted, not just those submitted to the dean of the appropriate school to satisfy graduation requirements. The following designations indicate a consistently high level of academic achievement throughout the student's entire academic career. To graduate with such honors a student must have earned at least 60 credit hours applicable toward the degree in residence at the university.

Summa cum Laude:	A cumulative GPR of 4.00
Magna cum Laude:	A cumulative GPR of 3.75–3.99
Cum Laude:	A cumulative GPR of 3.50–3.74

Honorary Societies

Students whose records demonstrate superior academic achievement may be invited to join several honor societies which have been chartered on the USCS campus. These organizations exist not only to recognize outstanding students but also to promote academic achievement in all areas of the university.

A chapter of **Gamma Beta Phi** national honor society was chartered at USCS in the spring of 1978. Membership is open to students who rank in the top 15 percent of their class and who have completed 15 or more semester hours in residence at USCS.

Omicron Delta Kappa is a leadership and scholarship honor society which is affiliated with Omicron Delta Kappa national fraternity. Membership is open to juniors and seniors who rank in the upper 20 percent of their class and who meet chapter criteria for leadership and service to the campus.

A chapter of **Kappa Delta Pi**, a national education honorary fraternity was established at USCS in the spring of 1978. It is open to juniors and seniors who have outstanding academic records and a strong commitment to the profession of education.

GRADUATION

The senior year of work (30 semester hours) must be completed in residence at the university.

Each applicant is urged to confer with the appropriate dean about his major program and degree requirements prior to the beginning of the last semester of residence at USCS.

"In residence" means that the student was regularly enrolled in the university, was a member of a class which was supervised by a regular faculty member of USCS, attended classes on a regular, pre-established schedule, and in other ways conformed to the requirements which are normally connoted by the term "in residence." "In residence" requirements may not be met by courses for which credit is earned by exemption or examination, courses taken by correspondence, or courses for which transfer credit was awarded. If the student has not established credit for the prescribed number of hours in residence, then he is not eligible for graduation.

All candidates for degrees and certificates must file formal applications during the last academic term before graduation with the Office of Student Records on forms obtained at that office. Applications must be filed by the third week of the fall or spring semester in which the degree is to be awarded, or within the first ten days of the first summer session. If the student is not enrolled during the first summer session the application must be filed within the first week of the second summer session in order to graduate at the summer commencement.

Each student will submit to his dean a list of courses, meeting all regulations and requirements of his school and his major department which he claims for graduation and for which the GPR is at least 2.00. This list, after verification, will form the basis for the dean's approval or rejection of the student's application for graduation. (Note: obviously this list would contain only the courses in which the student had performed at or above the required level. The list need not contain all courses attempted or passed, but simply those which the student wishes to submit in fulfillment of graduation requirements.)

A minimum grade of C is required for any course submitted for fulfillment of general or intensive major requirements in most degree programs. Exceptions to this requirement are noted in the description of each academic program.

No application for a degree or certificate will be accepted from any student who is not officially enrolled for the semester or summer session in which he intends to graduate, or who has not paid all fees required by the university.

Second Undergraduate Degree

At times the university confers a second undergraduate degree upon a candidate who has completed all requirements for the desired degree, provided that the additional requirements for the second degree include a minimum of 18 semester hours beyond those required for the first degree. Within the School of Humanities and Sciences, courses accepted toward the requirements for the first degree may not be applied on the major requirements for the second degree.

Fees, Expenses, and Financial Aid

The university reserves the right to alter any of the following charges without notice. All charges are due and payable on the date that they are incurred, or the date indicated on the ticket, invoice or statement. Checks for the exact amount of the total charges should be made payable to "University of South Carolina at Spartanburg."

Any student who has failed to pay all required registration fees on or before the last date to change course schedule (as indicated in the university calendar) may be dropped from class rolls.

A student who fails to relieve any other indebtedness to the university or to any of its auxiliary agencies on the date such obligations become due and payable may not be permitted to attend classes; stand final examinations; or be issued an honorable discharge, transcript, diploma, degree, or any other official statement.

Residence Status

University fees and tuition are assessed on the basis of state residence. For this purpose state law defines South Carolina residents as "persons who have been domiciled in South Carolina for a period of no less than twelve months with an intention of making permanent home therein." In addition, "persons who reside in and have been domiciled in South Carolina for less than twelve months but who have full-time employment in the state and the spouse and unemancipated minors of such persons may be considered South Carolina residents for tuition and fee purposes at state institutions." Students who have any questions about residency for the purpose of determining fees and tuition, or who desire further information, should consult the Office of Admissions. Out-of-state students who feel they would be able to qualify for resident tuition fees must, at least one month prior to the semester for which state resident classification is desired, submit an application to the Office of Admissions and present proof of permanent residence in South Carolina.

The Office of Admissions does not have sufficient time to review the residency status of students admitted within two weeks prior to registration for any term. The residency status of students in this category will be reviewed before the last day to drop a course without penalty in their first term at the university. A student who is discovered to have been improperly classified as a South Carolina resident will be reclassified as a nonresident at this time, and will be required to pay the difference in fees due the university. The decision will be in effect until such time that the student establishes a proper claim to residence as defined by the laws of the State of South Carolina.

ACADEMIC FEES

Application Fees

Every new student will normally be charged a nonrefundable application fee of $15; exceptions to or relief from this charge may be made for certain special categories of admission. All applications must be accompanied by the application fee.

Foreign Students

Foreign students must ordinarily pay "non-resident" fees for the duration of their stay, unless they qualify for "permanent alien" status. Their standing in this category and application for in-state fees must be cleared with the Residency Officer in the Office of Admissions'

Examination Fees

Special examinations to establish undergraduate college credit without class attendance, or to validate credits from a non-accredited college, will cost $8.00 per semester hour.

Fall and Spring Semester Academic Fees

A. Full-time students (12 through 19 semester hours)
   1. Academic fees, SC residents at $385.00 per semester, $33.00 per hour over 19 hours
   2. Academic fees, non-residents at $880.00 per semester, $73.00 per hour over 19 hours

B. Part-time students (fewer than 12 semester hours)
   1. Course fee, SC residents at $33.00 per hour
   2. Course fee, non-residents at $73.00 per hour

C. Course auditing
   1. Full-time students at no charge
   2. Part-time students at $10.00 per course
   3. Students taking no credit work at $40.00 per course

Summer Session Academic Fees

The following fees are payable in full at the beginning of each summer term and should not be sent in advance. Students bringing checks from home should bring separate checks in the exact amount to cover registration.

A.	Course Fee	
1.	South Carolina residents; per semester hour	$33.00
2.	Non-residents; per semester hour	$73.00
B.	Course Auditing	
1.	Students enrolled for 6 hours per term	No charge
2.	Students enrolled for 3 hours per term	$10.00 per course
3.	Students taking no credit work	$40.00 per course

Correspondence Course Fees

A.	Course fee (college level)	$25.00 per semester hour
B.	Approved extension of course for three months	$3.00 per semester hour
C.	Approved transfer of credit from one course to another	$10.00 per semester hour

Insurance

Student health and accident insurance is optionally available to all full-time students paying full fees. It may regularly be purchased only at the beginning of the fall semester, except in the case of new and transfer students. Contact the Student Affairs Office for details on coverage and fees.

Other Fees

A. Diploma fee (original application for degree free of charge)
   1. Second application for same degree ..... $ 5.00
   2. Replacement of diploma as originally issued $25.00
B. Transcript fee (first transcript free of charge)
   1. Additional transcript, single copy 2.00
   2. Each additional copy ordered at same time 1.00
   3. Certified end-of-semester grade reports per copy 1.00
   4. Unofficial transcript (first copy free), per copy ..... .50
C. Duplicate registration certificate fees
   1. Replacement identification card 5.00
   2. Replacement treasurer's fee receipt 5.00
D. Parking

   Students planning to park a motor vehicle on campus must purchase and display a USCS parking sticker for each vehicle, and comply with regulations as set forth. Due to limited parking space students are encouraged to form car pools.

   Motor Vehicle Registration Fees:
   1. Fall registration (valid for one year) 10.00
   2. Spring registration (also valid for summer) 7.00
   3. Summer registration only 5.00
E. Physical activities locker fee, per year 2.00
   summer 1.00

Estimated Expenses for One Academic Year

Note: the following estimate represents a reasonable minimum; it does not include meals, travel, room and board, etc.

South Carolina residents:
- Academic fees ($385.00 per semester) ..... $ 770.00
- Books (estimate: $75.00 per semester) ..... $ 150.00
- Total ..... $ 920.00

Out-of-state students:
- Academic fees ($880.00 per semester) $1760.00
- Books (estimate: $75.00 per semester) ..... $ 150.00
- Total $1910.00

Fines

A. Registration
   Late enrollment (after prescribed registration day) ..... $ 5.00
B. Bad checks: a check returned by bank for any reason ..... $ 5.00
C. Damage: Students will be charged for damage to university property or equipment

Refunds

University academic fees are refunded according to the following schedule: (1) to students who withdraw completely from the university, (2) to part-time students who drop a course or courses, and (3) to students who are reclassified as part-time students as a consequence of dropping a course or courses.

Fall and Spring Semester Academic Fees

Circumstances	*Refund*
1. Complete withdrawal or course drop before end of late registration	100% less $10
2. Complete withdrawal or course drop from end of late registration until two weeks after the beginning of the semester	80%
3. Course drop more than two weeks after the beginning of the semester	none
4. Complete withdrawal between two and three weeks after the beginning of the semester	60%
5. Complete withdrawal between three and four weeks after the beginning of the semester	40%
6. Complete withdrawal between four and five weeks after the beginning of the semester	20%
7. Complete withdrawal more than five weeks after the beginning of the semester	none

Summer Term Academic Fees

Circumstances	*Refund*
1. Complete withdrawal or course drop before the end of late registration	100% less $10
2. Complete withdrawal or course drop from the end of late registration until one week after the beginning of the term	60%
3. Complete withdrawal or course drop between one and two weeks after the beginning of the term	30%
4. Complete withdrawal or course drop two weeks from the start of the term	none

FINANCIAL AID

USCS seeks to provide financial aid to every student in need of such assistance. Awards are based on demonstrated financial need and academic promise. Scholarships, grants, loans, and work-study programs are available. Applicants should normally apply six months prior to entering, but late applications are accepted as funds are available. Interested students should communicate with the Financial Aid Office for further information.

Effective July 1, 1980, all students transferring from other post-secondary institutions are required to submit a financial aid transcript to the USCS Financial Aid Office from each institution previously attended if application is being made for financial aid at USCS.

Scholarships

An *Administrative Management Society Scholarship* of a semester's full tuition is made each semester to a senior business administration major from an endowment established by the USCS student chapter of the AMS. Interested students should communicate with the Financial Aid Office.

A *Biology Scholarship* in the amount of $350.00 is awarded annually to a rising senior biology major with academic ability and financial need. Inquiries should be directed to a member of the science faculty.

D. L. Scurry Foundation Scholarships of varying amounts are awarded to outstanding students of South Carolina who demonstrate academic ability and financial need. Interested students should communicate with the Financial Aid Office.

A *School of Education Scholarship* of $400 is offered by the faculty of the School of Education to a student who has been accepted into the professional Education program. Applicants should submit their names to a School of Education faculty member or the School of Education Scholarship Committee.

The *Eugene Blakely Sloan and Janie Lindsay Sloan Award* was established by Assistant Professor Emeritus James P. Sloan and Mrs. Sloan in honor of his parents. A $250 award is given to the junior with the highest GPR during his freshman and sophomore years at USCS following a traditional liberal arts curriculum. Full details are available in the Office of Financial Aid.

The *James B. Greer Scholarship* is awarded annually to a mature student. The recipient is a senior with demonstrated academic ability who has made a contribution to the USCS campus through service in student activities.

Two *Inman-Riverdale Scholarships* of $710 per year for two years and one summer session are awarded to students entering the School of Nursing each year. Applicants must plan to be full-time students and demonstrate academic ability and financial need. In addition, the applicant must meet one of the following qualifications: (1) be a dependent of an employee of Inman Mills; (2) be a resident of Spartanburg County; (3) sign an agreement to work in Spartanburg County for two years after graduation.

A *Kiwanis Club of Spartanburg Scholarship* of $500 per year is awarded to an outstanding student with academic ability and financial need. Inquiries should be directed to the Financial Aid Office.

The *O. B. Sansbury, Sr. Scholarship* of $350 is awarded annually to an outstanding student with academic ability and financial need. Recipient should be planning a career in public affairs. Inquiries should be directed to the Financial Aid Office.

Five *Piedmont Regional Scholarships* of $750 per year for four years are awarded annually through competition of high school seniors from Greenville, Cherokee, and Spartanburg counties. Interested students should possess academic ability and be recommended by their high school principals or guidance counselors to be considered for these scholarships. Inquiries should be directed to the Financial Aid Office.

A *Rotary Club of Spartanburg Scholarship* of $250 per year is awarded to a resident of Spartanburg County with at least one year's satisfactory work completed. This student must also demonstrate financial need and proven scholastic aptitude. Inquiries should be directed to the Financial Aid Office.

A *Scovill Foundation Inc. Scholarship* of $500 per year, funded by Scovill Inc., is awarded to an outstanding student who possesses academic ability and financial need. Inquiries should be submitted to the Director of Financial Aid at USCS.

The *South Carolina Electric and Gas Company Scholarship* of $750 per year is awarded to an outstanding student. The student or his parents must be the recipient of SCE&G's electric or gas services. Inquiries should be directed to the Financial Aid Office.

A *Sulzer Brothers Scholarship* of $200 per year is awarded to an outstanding student who possesses academic ability. Interested students should communicate with the Financial Aid Office.

The *Teresa D. Tiller Splawn Memorial Scholarship* is an endowed annual award made to a student enrolled in a degree program in the School of Nursing. Preference is given to students who have previously worked in non-professional health services positions. Information is available in the Financial Aid Office.

A *Veterans of Foreign Wars (VFW) Scholarship* of $630 per year is awarded to a child of a deceased veteran or member of the VFW. Applicants must demonstrate academic ability. Inquiries should be directed to the Financial Aid Office.

The *USCS Alumni Association Scholarship* of $400 per year will be awarded annually beginning in the 1981-82 academic year. More information is available at the Financial Aid Office.

USC-Alumni Scholarships are awarded by judicial circuits in South Carolina and metropolitan areas outside the state with monies generated from dues-paying members residing in their state. Awards are based on academic ability. These awards may be renewed. Inquiries should be directed to the Financial Aid Office.

The *Frances Johnston Hackett Scholarship* is awarded annually to deserving students in the Criminal Justice program. Interested students should communicate with the Financial Aid Office.

The *Zonta Club of Spartanburg Scholarship* is awarded to a member of the Women's Basketball team. Inquiries should be directed to the Financial Aid Office.

Other Programs

Drama Scholarships are available to students interested in the performing arts. More information is available from the Theatre and Speech faculty.

Music Scholarships are available to outstanding students in band and voice. Interested students should communicate with faculty in the Music Department.

ROTC Scholarships. The United States Army offers an extremely attractive means of financial assistance to qualified students in the form of four-year, three-year, two-year and one-year scholarships. ROTC scholarships pay for college tuition, textbooks, laboratory fees and other miscellaneous academic expenses. In addition, a scholarship student

receives a tax-free monthly subsistence allowance of $100 for up to ten months of each school year that the scholarship is in effect. The four-year scholarship is awarded on a competitive basis to high school seniors who are about to enter college as freshmen. The three- and two-year scholarship programs are applied for and competed for by any student who is enrolled as a full-time student at USCS. The key factors considered in the selection system for these scholarships include scholastic standing, leadership ability, and overall motivation. The number of ROTC scholarships available at USCS has steadily increased and for qualified, motivated students the chance of selection is very good. A ROTC scholarship at USCS has an approximate value of $800 per year or $3,200 for the four-year period for South Carolina residents or $1,800 per year, $7,200 for the four-year period for non-residents. Applicants should communicate with the Professor of Military Science, Wofford College, Spartanburg, South Carolina 29301.

Federal Aid Programs such as Supplementary Educational Opportunity Grant, National Direct Student Loan, and College Work-Study have been continued by the Educational Amendments of 1976. Eligibility for these programs is determined by the need analysis computed from the Family Financial statement. The federal government also awards Basic Educational Opportunity Grants directly to students on the basis of need. Communicate with the Financial Aid Office.

The *Pell Grant* (formerly Basic Educational Opportunity Grant - BEOG) program authorizes grants which cannot exceed 50 percent of the actual cost of attendance at the institution. If the funds appropriated by Congress are not adequate to meet the full amount of every student's entitlement, the payment to each student will be reduced according to a statutory formula. Communicate with the Financial Aid Office at USCS.

Supplemental Educational Opportunity Grants are awarded to a limited number of students with large financial need who show academic promise. Eligible students who are accepted for enrollment, or who are currently enrolled, may receive a grant each year for a maximum of four years but not to exceed $4,000. Grants range from $200 to $1,500 per year and can be no more than one-half the total assistance to the student. Grants are limited due to shortage of appropriated funds. Communicate with the Financial Aid Office.

Loans

The *National Direct Student Loan Program* permits a total of $6,000 to be borrowed by the undergraduate, but the individual is limited to a total amount of $3,000 until the completion of the sophomore year. The remaining $3,000 can be borrowed during the remainder of the undergraduate program. However, a student cannot borrow funds in excess of computed financial need. The repayment period and the interest does not begin until nine months after the student ends his studies. Loans bear interest at the rate of four percent per year. Repayment of the principal may extend over a ten-year period, depending on the total amount of the loan. The minimum amount of repayment per month is $30.

The *Guaranteed Student Loan Program* allows a student to borrow as much as $2,500 from a participating bank, state agency or other financial institution. The student is eligible for federal interest benefits (the government pays interest on the loan while the student is in school) if the adjusted family income is less than $25,000. Repayment of principal and interest begins in nine months after the student leaves school. Nine percent

simple interest is charged on the loan. Repayment can be extended over a period of up to ten years depending on the total amount of the loan. The minimum amount of repayment per month is $30.

South Carolina students should write to:

South Carolina Student Loan Corporation
P. O. Box 21337
Interstate Center, Suite 210
Columbia, South Carolina 29221

Work Opportunities

Many job opportunities are available on campus through the College Work Study and Student Assistant Programs. The Work Study Program is funded by federal funds. Students working under this program are usually limited to an average of 15 hours per week during period of regular enrollment. The purpose of the program is to provide partial employment to students who are in need of assistance to attend college.

The College Student Assistant Program is funded by university funds and is awarded to students working on campus who need financial assistance to attend college. Students employed through the Work Study and Student Assistant Programs are paid on the 15th and the last day of the month. Checks should be picked up from one's division or departmental secretary.

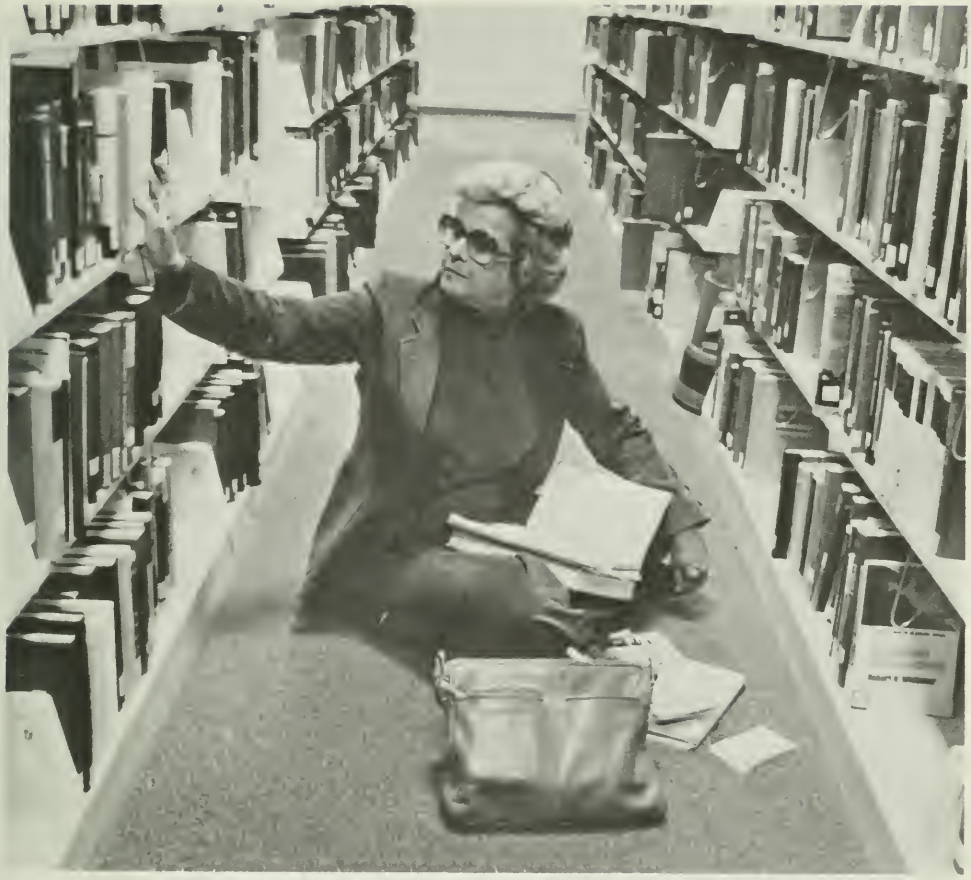
Job assignments in both work programs are supervised by the Financial Aid Office. In addition, local business firms frequently list off-campus job opportunities with the Placement Office.

OTHER AID

Social Security. A full-time student eligible for social security benefits may continue to receive payments until his 22nd birthday. Application and certification forms may be obtained at the local Social Security Office.

Veterans and Dependents Benefits. Educational benefits are available to qualified veterans and children of deceased and disabled veterans. Application should be made at a local Veteran Administration offices.

Vocational Rehabilitation is a service to conserve the working usefulness of persons with an impairment who have reasonable expectations of becoming employed. The hard of hearing, the epileptic, the partially-sighted, the crippled and others may apply for financial aid to attend USCS. Students who might qualify for vocational rehabilitation aid to attend college should communicate with the Office of Vocational Rehabilitation in the county seat of their home county for more information.



Student Services

The purpose of the student services program is to contribute to the total development of the student as an individual. This is accomplished through the services and activities designed to supplement the student's academic program as well as to assist him in his physical, emotional and social growth.

Counseling

Counseling services are provided without charge to USCS students, faculty, staff and their families on matters of personal, educational, and career concerns. Academic and career counseling is provided on a non-profit basis to members of the surrounding community.

The counseling staff includes several counselors with advanced degrees and training. Services offered include individual, interpersonal, marital, and personal adjustment, and group counseling. Consultation to community and campus agencies is also offered.

Career Development

The Career Development Center was established to assist students in the clarification of their personal career goals and in the exploration of the world of work. A Career Information Library offers useful data on thousands of jobs and hundreds of employers. Individual and group counseling is available free of charge. More than 3000 items are contained in the Career Library.

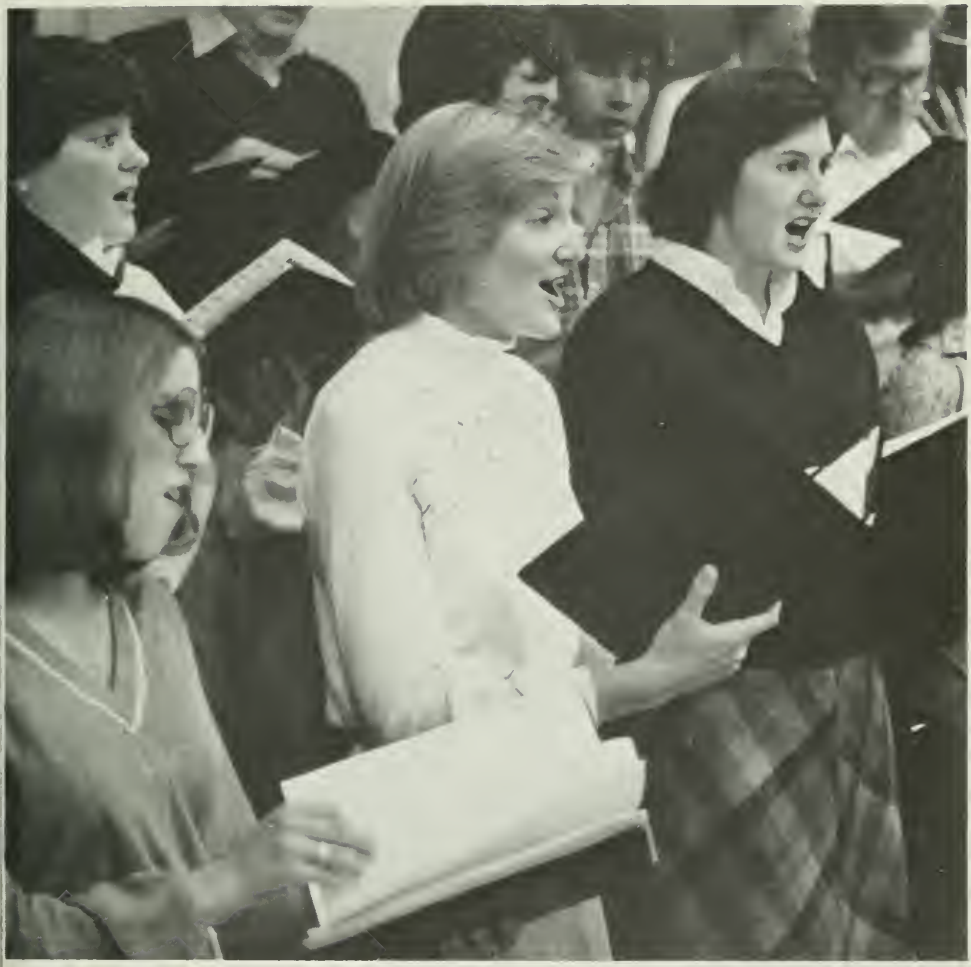
Foreign Students

Foreign students should contact the Director of International Education shortly after their arrival on campus for orientation and information especially relevant to foreign students.

Placement (Job)

The Placement Office operates within the framework of the Career Development Center and is staffed with a placement counselor and secretary. Job Opportunity Bulletin Boards are located in the Hodge Center, Administration Building, Library Classroom Building and the Media Center for the posting of summer, part-time and full-time jobs available for students. These are updated daily. Additional job information is available inside the Placement Office. The Placement Office offers a credential service, and resume preparation and interviewing skills workshops. In addition, the Placement Office staff assists many graduating students in finding employment through their recruitment activities in business, industry and government in the Piedmont, the Southeast, and throughout the country. Alumni are encouraged to use the Placement services for improving their own careers and to list job openings that USCS students can fill.

Academic Advisors

Each student is assigned an academic advisor by the dean of the school in which he plans to major. The Dean of Students assigns advisors for students who are undecided or who have not declared a major. These advisors will assist the students in planning their academic programs. However, it is the student's individual responsibility to follow degree requirements as published in the USCS catalog.

Veterans Affairs

Students eligible to receive Veterans' educational benefits should contact the Veterans Coordinator. Students are required to report any changes in curriculum, including courses dropped or added, absences and withdrawal. Failure to report such changes will result in termination of benefits.

Student Government Association

The SGA is composed of a group of elected student officials who work to conduct student affairs effectively and to maintain lines of communication among the faculty, administration and student body. Students are appointed to various university committees upon the recommendations of the SGA, and campus social activities are coordinated through the SGA. Student organizations are chartered upon their recommendation, and budgets of all organizations must receive SGA approval.

Student Organizations

There are a variety of student organizations available for student participation. For more information, consult the student handbook.

Publications

Maggie's Drawers, the literary magazine, was first published in the spring of 1973. Its title, which signifies a complete miss of the target on the rifle range, was chosen both to fit the school emblem, the Spartan Rifles, and to attract attention. *Maggie's Drawers* is published semiannually and exists primarily as an outlet for the creative efforts of the USCS students. However, a special edition of the journal devoted to the work of high school students is also published each year.

The *Carolinian,* the weekly campus newspaper, is published entirely by students. It contains a wealth of information pertaining to student life, from club news to athletic results, from features to weekly columns.

The USCS yearbook, the *Carolana,* is a complete pictorial and written record of campus activities and events. The *Carolana* is compiled entirely by a student staff under the direction of a student editor.

Convocations Series

Entertaining and informative programs are presented monthly as part of the university's convocation series.

Child Care

Children from three to six years of age can be enrolled at the Burroughs Child Development Center, which is open from 7:30 A.M. to 5:30 P.M. weekdays. Students with demonstrated financial need can enroll their children free of charge while others can pay the $28.50 a week fee for each child. Hourly care for children from two to ten years of age is also available from 3:00 to 9:00 P.M. Monday through Thursday. An after school pick-up service is available on a limited basis. An after school program of planned activities for school age children is available for $17.00. This program, which includes school pick-up, runs from 2:30 to 5:30 p.m.

Public Safety Office

This office has been established to provide for the physical safety and security of students, faculty and staff.

The office operates 24 hours a day to protect the campus and students.

Student Handbook

The USCS student handbook contains additional rules and regulations as well as the "Code of Academic Responsibility." Each student is responsible for obtaining a copy from the Student Affairs Office at registration.

Academic Programs

Curricula

The curricula established for all baccalaureate degrees include, generally, a set of courses that fulfill the general education requirements, a set of courses that comprise a departmental major, a set of courses that comprise a cognate, and several free elective courses.

General Education Requirements. A set of general education requirements is included in each baccalaureate degree program. The purpose of such requirements is to provide a broadly based educational foundation upon which an area of specialization may be developed. For this reason, students are encouraged to select various courses outside their major area of study.

Major requirements. Each baccalaureate degree program includes courses to enable specialization in a particular area of interest. A minimum grade of C is required for any course submitted for fulfillment of major requirements; exceptions to the requirement are noted in the description of each academic program.

Cognates. In addition to the satisfactory completion of courses in the major field of study, a student must also complete a specified number of hours in advanced courses related to his major as prescribed by his major school. Cognates are not required for professional degrees (i.e., nursing, education, business administration).

The cognate is intended to support the course work in the major. Courses taken for cognate credit should be junior-senior level courses and must be approved in advance by the student's major advisor. Cognate courses may be taken in one or more departments. The following courses are usually considered to be junior-senior level courses:

Art	All numbered 200 and above
Biology	All except 101, 102, 110, 232, 242, 400, 440
Business Administration	All numbered 300 and above
Chemistry	All except 101, 102, 111, 112
Computer Science	All numbered 210 and above
Economics	All except 121, 122
Education	All numbered 300 and above
English	All numbered 300 and above
Foreign Language	All numbered 300 and above
Geography	All numbered 200 and above
Government and International Studies	All except 201
History	All numbered 300 and above
Journalism	All numbered 300 and above
Mathematics	241, 242, 360
Music	All numbered 200 and above
Philosophy	All numbered 200 and above
Physics	All above 202
Psychology	All except 101 and 225
Sociology	All numbered 300 and above
Theatre and Speech	All numbered 200 and above

It should be emphasized that the cognate is not a second set of elective courses to be chosen at random by the student. The cognate must be approved by the advisor as being related to the major field of study.

Free Electives. Generally 120 hours are required for baccalaureate degrees. Most degree programs allow the student the opportunity to take a limited number of courses that do not fulfill any specific academic requirement other than total hours. Normally, any course can be counted as a free elective, but some restrictions may be imposed by particular degree programs. Elective credits for participation in the university chorus, orchestra, band or physical education activity courses may be counted up to a maximum of 4 credits. Elective credits for special University (UNIV) courses may be counted up to a maximum of 6 credits.

Advisement

Ultimately, it is the responsibility of each student to see that he completes all requirements for the degree. The student's major dean and his major advisor are responsible for evaluating his progress toward the degree and for interpreting and applying major requirements. Normally a student will be able to progress by accepting the advice of his advisor, a faculty member in the field in which the student intends to major. When special problems arise, the student may consult his dean or the Vice Chancellor for Academic Affairs.

SPECIAL PROGRAMS

International Education

The Director of International Education has information on study and travel abroad programs run by USCS and a broad range of other programs open to USCS students.

Pre-Law

Although law schools do not generally prescribe any certain curriculum for prospective students, USCS provides advisement service and information about various law school programs through the Counseling and Career Development Center.

Pre-Pharmacy

USCS provides advisement services to pre-pharmacy students through specified faculty members.

Army Reserve Officer Training Corps

Participation in ROTC is totally voluntary. Uniforms, textbooks, and equipment required for the ROTC program are provided at no expense to the student. For ROTC scholarship students, the Army pays tuition and other expenses (see description under *Scholarships*). The ROTC program is normally four years of instruction; however, a two-year program is offered. The four-year program of instruction is divided into the Basic Course and the Advanced Course.

The Basic Course

The Basic Course is normally taken during the student's freshman and sophomore years. Participation is totally voluntary and no obligation is incurred. The instruction includes six courses: *Organizational Leadership; The Threat and the Modern Battlefield; Military History; Introduction to Small Unit Tactics; Basic Map Reading;* and *Introduction to Small Arms.* A student may select any four of the six courses offered in any sequence desired. A maximum of six credit hours can be awarded. These credit hours

are fully accredited and transferable. In addition, a student may earn 90 contact hours through the ROTC sponsored extracurricular activities (see ROTC Activities below) and fulfill the Basic Course requirement. Veterans who have served a minimum of two years on active duty and possess an honorable discharge are exempt from the Basic Course requirement. Also, veterans may proceed directly into the Advanced Course regardless of academic year classification.

The Advanced Course

The Advanced Course is normally taken during the student's junior and senior years, offering a maximum of 12 semester hours. Only those students who have demonstrated leadership potential and met necessary physical and academic standards are selected for participation. The Advanced Course provides instruction in the following military subjects: *Techniques of Effective Leadership; Tactics; Military Law; Logistics; Administration; Responsibility of an Officer;* and *The Exercise of Command.* The instruction is designed to further develop the student's leadership qualities. Advanced Course students receive a tax-free subsistence allowance of $100 per month for ten months per year. Students are required to attend a six-week Summer Camp after completion of their junior year and are paid approximately $540 for this period. The total subsistence and pay amounts to approximately $2,540 while enrolled in the Advanced Course. The Advanced Course cadet may also exercise numerous options. First, the student may elect to enter active duty for three years or participate in the Reserve Force Duty Program (RFD). Under the RFD program, the student will be commissioned in either the National Guard or U.S. Army Reserves for a total of eight years. By so doing, he or she only attends monthly paid drill periods. This enables the individual to pursue a civilian career and serve his nation at the same time. The RFD program *can be guaranteed* if the student desires. Secondly, the student's preference concerning which occupational specialty he wishes to serve in is taken into consideration prior to assignment. The options offered to the student are numerous and attractive.

ROTC Activities

In addition to normal classroom instruction, the Military Science Department sponsors numerous extracurricular activities. These activities are designed to complement and reinforce classroom skills and techniques. Participation is totally voluntary and no academic credit is awarded. However, contact hours may be accumulated and utilized for progression into the Advanced Course. The activities presently offered are: Drill Team; Rifle Team; Orienteering; ROTC Band; and Special Forces/Rangers. A chapter of the National Military Honor Society of Scabbard and Blade is available for student participation. Adventure activities such as rappelling, whitewater canoeing and mountaineering are open for participation.

Department of Developmental Studies

The Department coordinates developmental courses in reading, English and mathematics; supervises the Tutoring Laboratory and the USCS Reading Clinic; and administers Title IV and Talent Search (PATS).

Developmental Courses. Math 100, English 100, General Studies 121 and 122, and University 101 are each 3 credit hours courses available to entering freshmen or transfer students, based upon their orientation testing program and recommendation by their advisor.

Tutoring Laboratory. All USCS students can receive free tutoring in all major disciplines. Students can schedule appointments or can be served on a first-come, walk-in basis.

Reading Clinic. Reading instruction is available to public school students and adult clients. A testing session is conducted prior to the scheduling of one-to-one reading instruction, conducted by master-level teachers of reading. Fee is charged.

PATS (Title IV Piedmont Area Talent Search) program. Counselors work with area high schools, post-secondary education institutions and social agencies to identify talented youth between the ages of 16 and 27 who dropped out of high school or college and students who have not continued their education beyond high school.

SCHOOL OF BUSINESS ADMINISTRATION AND ECONOMICS

The School of Business Administration and Economics offers a professional program leading to the degree of Bachelor of Science in Business Administration. The program emphasizes a broad liberal arts background, but provides enough concentration in professional courses to prepare the student for entry level jobs in business and industry. The curriculum has sufficient flexibility for adaptation to a student's particular interests and goals. Students may elect to concentrate in accounting, management, data processing or economics/finance.

All Business Administration students are required to earn 48-51 hours in general education subjects such as English, mathematics, public speaking, behavioral science, natural science, social science and government. All students are required to earn 36 hours in a common business and economics core sequence which spans the full range of business functions and 21 hours in a single area of business specialization. Students also have 12-15 hours of free electives which can be used for further specialization in business and economics or for searching out areas of academic fulfillment outside the business field.

A minimum average grade of C must be earned on all business administration and economics core courses submitted for graduation and business administration and economics courses submitted to fulfill concentration requirements.

Students who plan to major in business administration should begin the recommended sequence of course completion for fulfilling degree requirements as early as possible. The recommended sequence includes a combination of business/economics and general education courses for each semester in which the student is enrolled in the business program. Students interested in business administration should seek out a faculty advisor from the School of Business Administration and Economics to help in exploring career opportunities and in planning their degree program.

DEGREE REQUIREMENTS

Bachelor of Science
Major in Business Administration

1. GENERAL REQUIREMENTS

Group I

English 101, 102 and two English electives	12
Theatre 140 (Public Address)	3
Government 201	3
Mathematics 121, 122	6

Group II

Two courses in behavioral science, selected from anthropology, psychology or sociology	6

Group III

Two courses in natural science, selected from biology, chemistry, geology, physical science (101, 102), astronomy (111, 112), physics (201, 202), geography (201)	6-8

Group IV

Four courses from the following fields: history, foreign languages, geography (other than 201), computer science, (other than 101), government (other than 201), philosophy (other than 110, 111), religion	12-13
	48-51

2. MAJOR REQUIREMENTS

A. Business Core (required for all concentrations)

Business Administration 190, 225, 226, 347, 350, 363, 371, 478	24
Economics 121, 122, 291, 292	12
	36

B. Major Concentration Areas (21 hours in upper division work)

*Accounting**

Business Administration 331, 332, 334, 335, 535, 537, 539 21

Data Processing

Business Administration 290, 334, 390, 393, 490, 539, 591 21

Economics/Finance

Economics 321, 322, 526; Business Administration 393, 463 and two (2) of the following: Economics 301, 311, 503, Business Administration 366, 467, 369, 561, 468 21

Management

Business Administration 390, 393, 475, 477, Economics 526 and two (2) of the following: Business Administration 352 457, 376, 374 21

*Students planning to take the CPA exam should take BADM 348, 393, and 532 in addition to the accounting concentration courses listed above.

3. FREE ELECTIVES (at least 9 hours upper division) 12-15

Total hours required 120

FACULTY

BUSINESS ADMINISTRATION AND ECONOMICS

Thomas H. Gunter, D.B.A. Dean Georgia State University	Professor
Sami M. Abbasi, M.B.A. Middle Tennessee State University	Assistant Professor
Robert A. Connelly, Jr., M.A. Appalachian State University	Instructor
Meyer Drucker, J.D., C.P.A. University of South Carolina	Professor
Kathy Fitzpatrick, M.S. Clemson University	Instructor
Ted R. Eilenberg, M.B.A. Amos Tuck School—Dartmouth College	Assistant Professor
David M. Glenn, M.B.A. University of South Carolina	Instructor
Michael Jilling, Ph.D. University of South Carolina	Associate Professor
Eric S. Jolly, M.A. Ohio University	Assistant Professor
William G. Kissel, M.B.A. George Washington University	Assistant Professor Emeritus
Roger Luttrell, M.B.A., C.P.A. Grand Valley State University	Assistant Professor

Elbert L. Menees, Ph.D. University of South Carolina	Associate Professor
*Mohammed H. Omer, D.B.A. Texas Tech University	Assistant Professor
Sarah G. Pridgeon, Ph.D. North Carolina State University	Assistant Professor
Faruk I. Tanyeloglu, M.B.A. Syracuse University	Instructor
Ronald A. Young, M.B.A., M.D.S. Georgia State University	Lecturer

*On leave 1981-1982

SCHOOL OF EDUCATION

The School of Education is an accredited professional school whose chief responsibility is the preparation of teachers for early childhood, elementary, middle, and secondary school certification.

In addition to its basic task of providing professional education at the undergraduate level, the faculty of the school undertakes research projects which contribute to improvement in the theory and practice of teacher education. They generate handbooks, conference reports, and scholarly publications designed to assist teachers, administrators, and other educators. The school sponsors various conferences planned specifically for the staffs of elementary, middle, and secondary schools; often these are cooperative efforts with other agencies. The school also cooperates with a number of bureaus and clinics developed to augment its academic programs and to provide specialized services to the educational community.

The School of Education maintains a curriculum laboratory for the use of USCS faculty, staff, and students, and area public school teachers. This facility provides curriculum aids for instructors at all levels.

The Reading Center of the Division of Continuing Education and Academic Services serves as a center for the study of the teaching of reading, the diagnosis of reading difficulties, and remedial reading programs for the students. As a part of its services, it accepts a limited number of children and adults from the community for diagnostic reading examinations and remedial instruction.

The Burroughs Child Development Center affords students an opportunity to observe and to work with children ages 3-6 in a laboratory setting.

The School of Education offers programs in early childhood education and elementary education leading to the Bachelor of Arts degree; in physical education leading to a Bachelor of Science degree; and in secondary education, leading to either the Bachelor of Arts or Bachelor of Science degree.

Admission to the Professional Program

During the semester or summer session in which he will complete 60 semester hours of study, a student must apply to the School of Education for admission to the professional program, which covers the junior and senior years. The application form may be obtained from the school office and must be filed with that office at the beginning of the term in which the student will complete 60 semester hours of study. The deadline for submitting applications is September 30 for the following spring and the last day of February for the following fall.

Admission of applicants is based on individual consideration of each student. For screening purposes, applicants may also be requested to meet with a faculty committee of the School of Education. Each applicant must fulfill the following general requirements:

1. The completion of English 101 and 102 and Theatre 140 or 240 or their equivalents, with grades of C or better.
2. A cumulative GPR of at least 2.300 on at least 60 hours earned.
3. The achievement of the minimum score on the S. C. E. E. E.

Action is taken on a student's application for admission to the professional program as soon as his academic record is available for the semester or summer session term in which he makes application. Students who are accepted will then enter the professional program. A student whose application is denied will be advised of his alternatives.

Students who plan to meet the requirements for a teaching certificate in secondary education while enrolled in another school of the university should consult with the Dean of the School of Education, who will assign an advisor in the School of Education to guide the student through the professional sequence of courses. Such consultation should be held as early in the student's undergraduate career as is possible to ensure adequate familiarity with teacher education requirements. Students enrolled in schools of the university other than that of the School of Education should take particular care to inquire about state certification requirements.

Education courses at the 400 level and above may be taken only after admission to the professional program. Any student who completes the professional program will fulfill the certification requirements of the South Carolina State Board of Education, which uses the standards of the National Association of State Directors of Teacher Education and Certification (NASDTEC).

Admission to Directed Teaching

Students who wish to enroll for directed teaching must apply no later than the last working day of September (if they wish to teach in the spring) or the last working day of February (if they wish to teach in the fall). The following are general requirements for all students admitted to directed teaching:

1. Prior admission to the professional program
2. Completion of three-fourths of all major course work
3. 2.500 GPR on major course work with a grade of C or better in each course
4. Completion of 90 semester hours
5. 2.500 cumulative GPR
6. Completion of all Education methods courses with a grade of C or better in each
7. Medical form signed by a physician

In addition to these general requirements, there are specific course prerequisites for directed teaching in each major field which may be changed from time to time at the discretion of the school. It is the responsibility of the student to secure from the school office an updated list of prerequisites for directed teaching in his major and to arrange his course of studies with his education advisor so as to meet those prerequisites.

Transfer Admission

A transfer student with fewer than 60 semester hours of credit may take courses in the School of Education if he meets all university admission requirements. A transfer student who has earned 60 hours or more must meet the admission criteria for the professional program in the school at the time of his initial application for admission; criteria are available in the school office. Only 64 semester hours of credit may be accepted for transfer from a two-year institution and applied toward the professional degree.

Retention

After being admitted to the professional program, a student must maintain at least a 2.3 grade-point average for retention in the program; this is in excess of the minimum GPR required by the university for continuing enrollment.

Evaluation

In addition to course evaluations as described in course syllabi, the student's competencies relative to university objectives and criteria are evaluated in professional courses and during directed teaching in the professional phase of teacher education. Every applicant for admission to a professional program undergoes an appraisal by the Teacher Education Program Admissions Committee; this appraisal provides a source of evaluation on non-academic as well as academic factors relative to teaching potential. Continuing advisement sessions utilize data from various sources in helping the prospective teacher to overcome any weaknesses that become evident during his period of preparation.

DEGREE PROGRAMS

The School of Education has developed curricula leading to the baccalaureate degree in four broad fields: early childhood, elementary, secondary, and physical education. Each student is assigned an advisor with whom he should plan in advance his program of studies each semester or summer session.

The early childhood education program provides preparation for teaching in nurseries, kindergartens, and in the primary grades (1—4). A substantial portion of the curriculum consists of course work in the liberal arts to establish a broad educational background prior to the professional sequence, and includes laboratory experiences with young children during each semester of study. During his freshman and sophomore years, and during his junior and senior years when he is not engaged in other laboratory experiences, each student will have a practicum assignment as an observer and/or assistant in a classroom. Arrangements for these experiences will be made through the Coordinator of Field Experiences in Education. Students transferring into the program will arrange to make up these assignments or provide evidence of equivalent experience.

The elementary education program is designed to prepare students to teach in grades 1—8. Starting September 1981, each student who desires to teach in grades 7 or 8 must add middle school certification. The program consists of a general liberal arts background and professional educational training and preparation in the subject matter to be taught.

During the semester in which the student is enrolled in directed teaching (Education 470) he will spend all of each school day for a period of fifteen weeks in the elementary or middle school to which he is assigned. The student is prohibited from enrolling in any additional course work during this semester without the written consent of the dean.

The secondary education program provides for intensive specialization in the particular subject that the student plans to teach, in addition to a general liberal arts background and professional education instruction. The secondary education curriculum may lead to either of two baccalaureate degrees (BA or BS); and in most cases the teaching field selected will determine the type of degree granted. The Bachelor of Arts degree requires completion of the second-semester level of a foreign language. Although the number of credit hours required for graduation varies to some extent with the subject that the student prepares to teach, a minimum of 130 hours is required for any baccalaureate degree in the School of Education.

The physical education program is designed to prepare students to teach physical education in grades K–12. In addition to a core program in the liberal arts, the student undertakes studies in the professional education area as well as in-depth study in physical education.

For both secondary and physical education majors, laboratory experiences comprise an important part of the curriculum in the junior and senior years. During the junior year, in Education 311, students will be assigned to a teacher in the public schools for two hours per week of active classroom involvement. During the semester in which the student is enrolled in directed teaching all of each school day will be spent in a secondary or middle school to which he is assigned. Directed teaching for physical education students will be arranged as a split experience at the elementary and secondary level.

The School of Education reserves the right to change requirements and modify programs as necessary to fulfill state certification requirements. Students must periodically request updated information from the School.

Bachelor of Arts
Major in Early Childhood Education

1. GENERAL REQUIREMENTS

Group I

English 101, 102; and two literature courses	12
Theatre 140 or 240	3
Art History or Philosophy	3
Music 110	3
English 484	3
Art 329	3
Music 454	3
	30

Group II

Biology 110 or any other approved course in biology	3-4
Any physical science (chemistry, geology, physics, etc.)	3-4
Approved additional science course(s)	4-6
(Students must complete a minimum of 12 hours in the biological and physical sciences with at least one lab course)	
Health Education 221	3
Math 501	3
Math 502	3
	21-23

Group III

Government 201	3
History 111 and 112	6
Select 6 hours from Psyc 101, Anth 102, Socy 101, Seco 524	6
	15

Group IV

SEDE 111	1
SEDE 210	1
SEDE 211	1
SEDE 310	1
SEDE 311	1
SEDE 410	1
SEDF 321	3
SEDF 333	3
SEDF 335	3
SPED 315	2
SHED 331	2

SEDE 341 3
SEDE 542 3
SEDE 550 2
SEDE 547 3
SEDE 548 2
SEDE 549 2
SEDC 400 1
SEDR 514 3
SEDR 516 3
SEDE 469 15

56

Group V

2. ELECTIVES 7-9

Total hours required 131

Bachelor of Arts
Major in Elementary Education

1. GENERAL REQUIREMENTS

Group I

English 101, 102; and two literature courses	12
Theatre 140 or 240	3
Art History or Philosophy	3
Music 110	3
English 484	3
Art 329	3
Music 454	3
	30

Group II

Biology 110 or any other approved course in biology	3-4
Any physical science (chemistry, geology, physics, etc.)	3-4
Approved additional science course(s) (Students must complete a minimum of 12 hours in the biological and physical sciences with at least one lab course)	4-6
Health Education 221	3
Math 501	3
Math 502	3
	21-23

Group III

Government 201	3
Geography 121	4
History 111 and 112	6
Select 6 hours from Psyc 101, Anth 120, Socy 101 or Seco 524	6
	19

2. MAJOR REQUIREMENTS

SEDF 321	3
SEDF 333	3
SEDF 335	3
SPED 315	2
SHED 331	2
SEDC 400	1
SEDR 514	3
SEDR 516	3
SEDL 110	1
SEDL 210	1
SEDL 310	1
SEDL 311	1
SEDL 411	1
SEDL 441	3
SEDL 445	2

SEDL 446 2
SEDL 447 2
SEDL 448 2
SEDL 470 15

51

3. ELECTIVES 7-9

Total hours required 130

Bachelor of Science
Major in Physical Education

1. GENERAL REQUIREMENTS

Group I
English 101, 102; and two literature courses 12
Art History 106 3
Music 110 3
Health Education 221, 235, 434 or 331* 8-9

26-27

Group II
Biology 110, 232, and 242 12
Any physical science (chemistry, geology, physics, etc.) minimum 3
Math 201 or Psychology 225 3

18

Group III
Government 201 3
Psychology 101 3
Any social science courses approved by advisor 6

2. MAJOR REQUIREMENTS 12

A. Professional Education Requirements
Education 311, 321, 333, 334, 446, 479 22

B. Subject Area Requirements:
Physical Education 101, 201, 545, 553, 505* or 403, 562 18
Physical Education electives (with approval of advisor) 3
Skill courses: Physical Education 320, 330, 350, 360
and others by approval of advisor 15

36

3. ELECTIVES 5-6

Total hours required 120

*Required for those who intend to teach in the elementary grades (K–6)

Bachelor of Arts or Science*
in Secondary Education

1. GENERAL REQUIREMENTS

Group I

English 101, 102 and two literature courses	12
Theatre 140 or 240	3
Art History or Appreciation	3
Music History or Appreciation	3
	21

Group II

Courses in natural sciences: both biological and physical sciences must be represented, with a minimum of two lab courses	12-14
Mathematics 201 or Psychology 225 or Sociology 220 and one mathematics course (Math 125 recommended for math certification)	6
Health Education 221	3
	21-23

Group III

Government 201	3
Two courses in the social sciences chosen from the following fields: anthropology, economics, geography, history, international studies, political science, psychology, sociology. At least two fields must be represented with a maximum of 6 hours in any one	6
Psychology 101	3
	12

2. MAJOR REQUIREMENTS

A. Professional Education Courses

Education 210, 211, 311, 400, 321, 334, 335, 446, 518	19
Education 447-453	3
Education 471-481	15
	37

B. Major Courses 30-48

Students majoring in history, political science, and psychology will be certified in social studies.

Students majoring in biology will be certified in natural sciences.

Students majoring in English will be certified in English.

Students majoring in mathematics will be certified in mathematics.

English Education majors are advised to take 6 hours of a foreign language.

3. ELECTIVES 5-14

Total hours required 130

*Please note that the Bachelor of Arts degree requires at least six hours of a foreign or ancient language.

Major Fields for Secondary Education

Biology (Natural Science Certification)

Biology 101, 102	8
Biology 310 - Zoology	4
Biology 315 - Comparative Vertebrate Anatomy	4
Biology 320 - Botany	4
Biology 330 - Microbiology	4
Biology 350 - Genetics	4
Biology 570 - Principles of Ecology	4
General Chemistry 111, 112	8
Biochemistry 310 or Biology 360 - General Physiology	4
	44

Note: 12 of these hours may be counted toward Group II General Education requirements.

English (English Certification)*

English 451, 453, 459, 483, 485	15
British literature (upper division)	6
American literature (upper division)	6
Senior seminar in English	3
	30

*English education majors should pursue a B.A. degree which requires at least six hours of a foreign or ancient language.

History (Social Studies Certification)

European History (300 level or above)	6
History 111-112	6
U.S. History (300 level or above)	6
Non-Western History (300 level or above)	6
Government 564	3
Geography (103, 121, or 424)	3
Sociology 101	3
Economics 524	3
Electives (Anthropology 102 recommended)	6*
	42

Mathematics (Math Education Certification)

Computer Science 208	3
Math 141, 142, 241	12
Math 531	3
Math 543, 544	6
Electives in mathematics chosen, with the consent of advisors, from the fields of probability, statistics, differential equations, computer science and analysis. Other courses may be approved by joint consent of mathematics and education advisors	9
	33

Psychology (Social Studies Certification)

*Psychology 101, 224, 225	10
Psychology courses (upper division)	15
*History 111 and 112	6
*United States history	6
Economics 524	3
Anthropology 102 or Sociology 101	3
Geography 103, 121 or 424	3
	46

Political Science (Social Studies Certification)

*Government 201, 210, 301, 564	12
Government courses 300 level or above	9
*History 111 and 112	6
*American history (300 level or above)	6
Anthropology 102 or Sociology 101	3
Economics 524	3
Geography 103, 121, or 424	3
	42

Earth Science

Physics 201-202	8
Geology 101, 102	8
Biology 101-102	8
Astronomy 111	3
Math 122	3
Chemistry 111-112*	9
Biology 570*	4
Geography 202	4*
	47

Courses marked (*) may be used to satisfy certification requirements and may be used to satisfy general education requirements where appropriate.

FACULTY

SCHOOL OF EDUCATION

Arthur Justice, Ed.D. Dean Duke University	Professor
William C. Bruce, Ed.D. Assistant Dean Auburn University	Associate Professor
Leo G. Bonner, Ph.D. University of Wisconsin	Assistant Professor
Joseph C. Bowman, Ed.D. University of South Carolina	Associate Professor
J. Thomas Davis, III, Ed.D. University of South Carolina	Assistant Professor
Jane L. Davisson, Ph.D. University of South Carolina	Assistant Professor
Ronald G. Eaglin, Ph.D. University of Utah	Associate Professor
Heidi G. From, A.B. University of North Carolina	Teaching Associate
Hermenia Gardner, M.S. Columbia University	Instructor
Rebekah Patterson Gray, M.A. Appalachian State University	Instructor
Tom A. Hawkins, Ph.D. University of Nebraska	Associate Professor
Frank Kohlenstein, M.S. Montana State University	Instructor
Eleanor M. Ladd, Ed.D. Florida State University	Professor
Andrea Morrison, M.S. University of Tennessee	Instructor

Linda Poag, M.Ed. University of South Carolina	Teaching Associate
William A. Reitmeier, M.S. California State University	Instructor
Miriam F. Shelden, Ph.D. University of Southern California	Associate Professor
Carol B. Smith, M.A. Appalachian State University	Instructor
Jerry Waters, M.Ed. South Carolina State College	Instructor
Edwin P. White, Ed.D. University of Virginia	Assistant Professor

SCHOOL OF HUMANITIES AND SCIENCES

The School of Humanities and Science consists of three academic divisions: (1) Fine Arts, Languages and Literature; (2) Science and Mathematics; and (3) Social and Behavioral Sciences; and the Bachelor of Arts and Science in Interdisciplinary Studies program.

DIVISION OF FINE ARTS, LANGUAGES, AND LITERATURE

The Division of Fine Arts, Languages and Literature in the School of Humanities and Sciences offers a Bachelor of Arts degree with a major in English. Courses in the areas of art, French, German, journalism, music, Spanish, and theatre/speech are taught also. A journalism concentration is offered in the English major.

Specific degree requirements for the English major include a 12-semester-hour cognate. The cognate consists of upper level courses chosen from one or more fields and is intended to support the course work in the major. All courses taken for cognate credit must be approved by the English faculty.

DEGREE REQUIREMENTS

Bachelor of Arts
Major in English

1. GENERAL EDUCATION REQUIREMENTS

Group I
English 101, 102 6
Foreign language 101, 102* 8
Two courses from History 101 through 112 6

Group II
Two courses selected from the following: Philosophy 110, 111, mathematics, computer science 6-8

Group III**
Four courses to be selected from two or more of the following fields: English, art history, music history, theatre history, foreign languages/literature, history, philosophy and religion 12

Group IV
Government 201 3
Courses to be selected from two of the following fields: anthropology, economics, geography, government and international studies, psychology and sociology 6

Group V
Two courses selected from the following fields: astronomy, biology, chemistry, geology, and physics 7-8

54-57

*Previous experience in a language may be substituted. See exemption policy under Foreign Language and Literature courses.

**Students are encouraged to select courses fulfilling Group III from those outside their major area of study.

A course which is used to fulfill one requirement may not be used simultaneously to fulfill any other requirements in a student's complete degree program. For example, if English 417 is used to fulfill a major requirement, it cannot also be used to fulfill a Group III requirement.

2. MAJOR REQUIREMENTS*

English courses at the 300 level or higher, which must include the following:

	English literature (at least one course selected from 400-410)	6
**	Foreign language 201, 202, or 205	3
	Senior seminar	3
	American literature	6
	Linguistics or development of the language	3
***	Comparative literature, criticism, period or genre course (with permission of advisor)	.6-18
		27-39

3. COGNATE REQUIREMENT (with approval of advisor) 12

4. ELECTIVES (Theatre 140 recommended) 12-27

Total hours required 120

* See pp. 52, 53 for further information on major requirements, cognates and electives.

** Previous experience in a language may be substituted. See exemption policy under Foreign Language and Literature courses.

*** Students wishing a complementary concentration in journalism may substitute approved journalism courses.

DIVISION OF SCIENCE AND MATHEMATICS

The Division of Science and Mathematics in the School of Humanities and Sciences offers a Bachelor of Science degree in biology and a Bachelor of Arts and a Bachelor of Science in computer science. Courses in the area of engineering, geology, chemistry, physical science, physics, astronomy and mathematics are taught also.

DEGREE REQUIREMENTS

Bachelor of Science
Major in Biology

Specific degree requirements for biology majors include a 12-semester-hour cognate. The cognate is intended to support the course work in the major. All courses taken for cognate credit must be approved by the biology faculty.

The following are specific requirements for the Bachelor of Science degree in biology.

1. GENERAL EDUCATION REQUIREMENTS

Group I	
English 101, 102	6
Foreign Language 101, 102 *	8
Two courses from History 101 through 112	6
Mathematics (Math 125, 141, 201 required)	11
Group II	
Philosophy 110, 111; mathematics; or computer science	6
Group III	
Courses to be selected from the following fields: English, fine arts history (art, music, theatre), foreign language/literature, history	6
Group IV	
Government 201	3
Courses to be selected from the following fields: anthropology, economics, geography, government and international studies, psychology and sociology	6
Group V	
Chemistry 111, 112	8
	61

2. MAJOR REQUIREMENTS

Biology 101, 102	8
Biology, four courses at the 200-300 level (excluding Biology 399)	16
Biology, 500-600 level (Biology 645 required)	9
	33

3. COGNATE REQUIREMENTS (with approval of advisor)
(Chemistry 231-232 required) 12

4. ELECTIVES (Physics 201-202 suggested) 15

Total hours required 120

* Previous experience in a language may be substituted. See exemption policy under Foreign Language and Literature courses.

Bachelor of Arts
Major in Computer Science
Information Management Concentration

The Information Management concentration—an interdisciplinary curriculum which combines studies in business administration, computer science and English—offers students both the career opportunities of professional training and the broadening influences of a liberal arts education. Thus, graduates of the program should have the technical skill they need to get a job as well as the ability to analyze and communicate which will enable them to turn this job into a successful, rewarding career.

1. GENERAL EDUCATION REQUIREMENTS

Group 1
English 101, 102 6
Foreign language 101, 102 8
Two courses from history 101 through 112 6

Group II
Computer science 140
One course selected from business administration 190, mathematics 125, philosophy 110, 111 6-7

Group III
Two courses to be selected from the following fields: English, art history, theater history, music history, foreign language/literature, history, or philosophy 6

Group IV
Government 201 3
Economics 121 3
One course in psychology or sociology 3

Group V
Two courses to be selected from the following fields: biology, chemistry, geology, or physics 7-9

48-51

2. MAJOR REQUIREMENTS

Mathematics 141; mathematics 201, or economics 291; business administration 225, 226 13
Upper division English courses other than 484, 485, and 526 12
Computer science 240, 320, 420, 331, 332 15
Business administration 350, 371, 390, 393 12

52

3. COGNATE

Three additional upper-division courses in ONE of the following fields: business administration, computer science, or English 9

4. ELECTIVES 8-11

(Theater 140 recommended)

Total hours required 120

Bachelor of Science
Major in Computer Science
Applied Mathematics Concentration

Designed to provide a technically-oriented education with emphasis on mathematics and computer technology, the applied mathematics concentration is similar to traditional mathematics and computer science majors. With the addition of courses in business administration, however, it should provide graduates who will be attractive to business and industrial firms seeking employees who have scientific problem-solving ability and computer training. This degree program will offer comparatively limited but well-defined and expanding career opportunities for the mathematically competent student with a scientific orientation.

1. GENERAL EDUCATION REQUIREMENTS

Group I
English 101, 102 6
Two courses from history 101 through 112 6

Group II
Computer science 140
One course selected from Math 125, 201; philosophy 110, 111; business administration 190 6-7

Group III
Courses to be selected from the following fields: English, art history, theater history, music history, foreign language/literature, history, or philosophy 6

Group IV
Government 201 3
Two courses to be selected from the following fields: anthropology, economics, geography, government and international studies, psychology, sociology 6

Group V
Chemistry 111, 112, or physics numbered 200 or above 8-9

41-43

2. MAJOR REQUIREMENTS

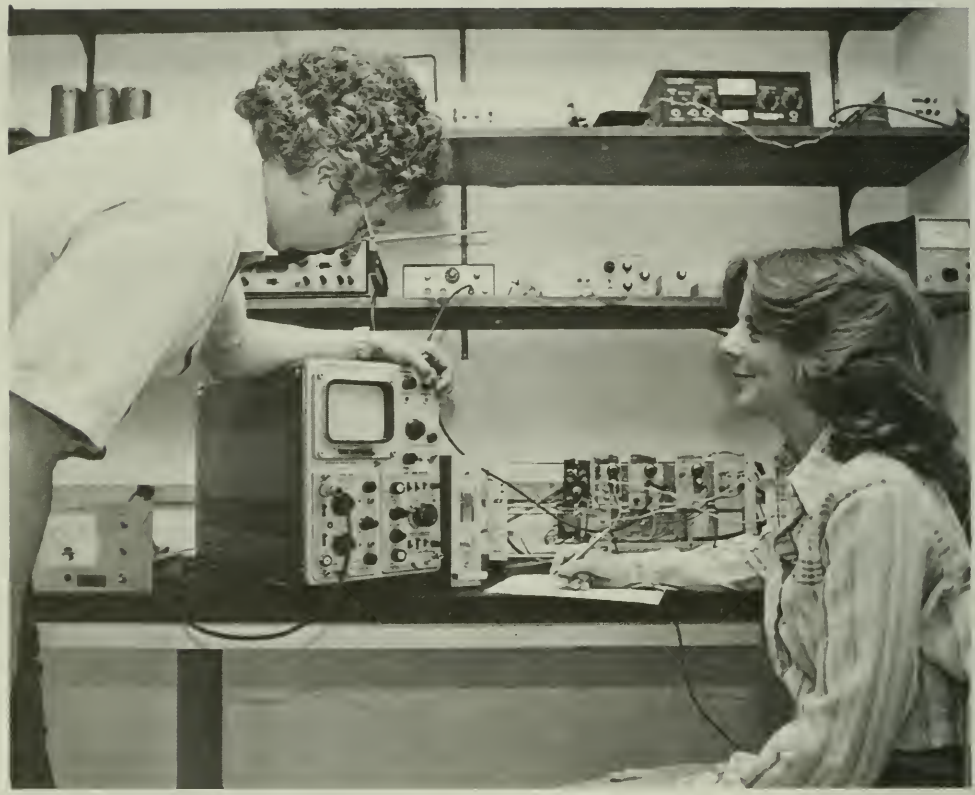
Mathematics 141, 142, 241, 242, computer science 240, business administration 225, 226 24
Mathematics 315, 544, 550, 560, 599 15
Computer science 210, 310, 320, programming language course 12

51

3. COGNATE

Four upper division courses to be selected from the following: mathematics (except 501, 502), computer science, business administration 334, 371, 390, 393, 477 12

4. ELECTIVES 14-16
(Theater 140 recommended)
Total hours required 120



DIVISION OF SOCIAL AND BEHAVIORAL SCIENCES

The Division of Social and Behavioral Sciences in the School of Humanities and Sciences offers the Bachelor of Arts degree in history, political science, psychology, and sociology. The Bachelor of Science degree is awarded in criminal justice, psychology, and sociology. Courses in the areas of sociology, geography, philosophy and public administration are also offered in the division. In addition, a major in sociology coordinated through the Columbia campus is available.

Specific degree requirements include a 12-semester-hour cognate. The cognate consists of upper level courses chosen from one or more fields and is intended to support the course work in the major. All courses taken for cognate credit must be approved by the faculty in the major area.

The following are specific requirements for the baccalaureate degrees in criminal justice, history, political science, psychology and sociology.

DEGREE REQUIREMENTS
Bachelor of Science
Major in Criminal Justice

In order to be admitted to the criminal justice program, a student must take his first two years of work at an accredited institution offering an associate degree in the field of criminal justice. The university will not accept any student into the program until he has completed the core of criminal justice work offered in the two-year program.

Credit will be given for all courses that fulfill the university's general education requirements. Careful planning, cooperation, and advisement will enable a student to pursue a track of work taken at any two year accredited criminal justice program without losing any credit in transferring to USCS.

1. GENERAL EDUCATION REQUIREMENTS

Group I
English 101, 102 6

Group II
One course in mathematics or statistics 3
Philosophy 110 or Computer Science 101 3

Group III
Philosophy 211 3
One course from the following fields: literature, theatre and speech, music, art history, foreign languages 3

Group IV
Government 201 3
Psychology 101 3
Sociology 101 3
Two courses at the 100 or 200 level from the following fields: economics, geography, government and international studies, history, psychology, sociology, theatre and speech 6

Group V
Two courses selected from one of the following fields: astronomy, biology, chemistry, geology, or physics 6-8

39-41

2. ASSOCIATE DEGREE CRIMINAL JUSTICE CORE

The associate degree core includes the following:
- Introduction to Criminal Justice
- Criminal Law
- Criminology
- Police Administration and Organization
- Criminal Evidence and Procedures
- Introduction to Probation, Parole and Corrections

Students will be permitted to transfer up to nine semester hours (13.5 quarter hours) of additional criminal justice courses taken at associate degree granting institutions, to be used for elective credit.

3. MAJOR REQUIREMENTS

A. Upper level criminal justice courses, which must include Criminal Justice 342, 351 and 581 15
B. Five upper level courses from the following: Government, psychology, and/or sociology as approved by the student's advisor 15

4. COGNATES AND ELECTIVES

Cognate I 12
Cognate II (may include upper level criminal justice courses) 9
Electives 12

Total hours required 120-122

DEGREE REQUIREMENTS

Bachelor of Arts
Major in History

1. GENERAL EDUCATION REQUIREMENTS

Group I
English 101, 102 6
Foreign language 101, 102* 8
Two courses from History 101 through 112 6

Group II
Two courses selected from the following:
Philosophy 110, 111, mathematics, computer science 6-8

Group III
Four courses to be selected from two or more of the following fields: English, art history, music history, theatre history, foreign languages/literature, history, philosophy, and religion 12

Group IV**
Government 201 3
Courses to be selected from two of the following fields: anthropology, economics, geography, government and international studies, psychology, sociology 6

Group V
Two courses selected from the following fields: astronomy, biology, chemistry, geology, physics 7-8

54-57

2. MAJOR REQUIREMENTS***

History courses at 300 level or higher 24
Foreign language 201, 202, or 205* 3

27

3. COGNATE REQUIREMENTS 12

4. ELECTIVES 24-27

Total hours required 120

*Previous experience in a language may be substituted. See exemption policy under Foreign Language and Literature courses.

**Students are encouraged to select courses fulfilling Group IV from those outside their major area of study.

***A course which is used to fulfill one requirement may not be used simultaneously to fulfill any other requirements in a student's complete degree program. For example, if History 301 is used to fulfill a major requirement, it cannot be used to fulfill a Group III requirement.

DEGREE REQUIREMENTS

Bachelor of Arts
Major in Political Science

1. GENERAL EDUCATION REQUIREMENTS

Group I
English 101, 102 6
Foreign language 101, 102* 8
Two courses from History 101 through 112 6

Group II
Two courses selected from among the following: mathematics, Philosophy 110, 111, computer science** 6

Group III
Courses to be selected from two of the following fields: English, art history, music history, theater history, foreign language/literature, history, philosophy, and religion 12

Group IV
Government 201 3
Economics 121 3
Course to be selected from one of the following fields: anthropology, economics, geography, psychology (except 225), sociology 3

Group V
Courses to be selected from the following fields: astronomy, biology, chemistry, geology, physics 7-8

54-55

2. MAJOR REQUIREMENTS

A. Government Concentration
1. Basic courses: Government 210, 301, Psychology 225, Computer Science 208 9-12
2. Government courses at 300 level or above 24

33-36

B. Public Administration Concentration
1. Basic courses: Government 301, Psychology 225, Computer Science 101 6-9
2. Public Administration Courses: Government 370, 374 564, 571, 572 15
3. Other Government courses at 300 level or above 9

30-33

3. COGNATE (to be arranged with advisor) 12

4. ELECTIVES 21-23

Total hours required 120

*Previous experience in a language may be substituted. See exemption policy under Foreign Language and Literature courses.

**Computer Science 101, which is required below under major requirements, may be used to satisfy Group II requirements.

DEGREE REQUIREMENTS

Bachelor of Arts and Bachelor of Science
Major in Psychology

1. GENERAL EDUCATION REQUIREMENTS	B.A.	B.S.
Group I		
English 101, 102	6	6
Foreign language 101, 102*	8	8
Two courses from History 101 through 112	6	6
Group II		
Two courses selected from among the following: Philosophy 110, 111; mathematics, computer science	6	6
Mathematics		6
Group III		
Courses to be selected from two or more of the following fields: English, art history, music history, theatre history, foreign language/literature, history, philosophy, and religion	12	6
Group IV**		
Government 201	3	3
Courses to be selected from two of the following fields: anthropology, economics, geography, government and international studies, psychology, sociology	6	6
Group V		
Two courses selected from the following fields: astronomy, biology, chemistry, geology, physics	7-8	7-8
	54-55	54-55

2. MAJOR REQUIREMENTS***		
Psychology 101, 224 (methods), 225 (statistics)	10	10
Psychology courses at the 300 level or above to be distributed as follows:	25	25

at least three of the following eight courses:

SPSY 302	Developmental Psychology
SPSY 303	Psychology of Learning and Memory
PSYC 305	Sensory Processes
SPSY 307	Social Psychology
SPSY 308	Physiological Psychology
SPSY 309	Psychology of Personality
SPSY 310	Abnormal Psychology
SPSY 311	Industrial and Organizational Psychology 9

at least one course at the 500 level 3

elective psychology courses (SPSY 402 - Experimental Topics in Psychology is recommended) 13

	35	35

3. COGNATE	12	12
4. ELECTIVES	18-19	18-19
Total hours required	120	120

*Previous experience in a language may be substituted. See exemption policy under Foreign Language and Literature courses.

**Students are encouraged to select courses fulfilling Group IV from those outside their major area of study.

***A course which is used to fulfill one requirement may not be used simultaneously to fulfill any other requirements in a student's complete degree program. For example, if Psychology 302 is used to fulfill a major requirement, it cannot also be used to fulfill a Group IV requirement.

DEGREE REQUIREMENTS

Bachelor of Arts and Bachelor of Science
Major in Sociology*

1. GENERAL EDUCATION REQUIREMENTS	B.A.	B.S.
Group I		
English 101, 102	6	6
Foreign language 101, 102**	8	8
Two courses from History 101-112	6	6
Mathematics		9
Group II		
Sociology 220 (Statistics)	3	3
One course selected from among the following: Philosophy 110, 111, mathematics, computer science	3	3
Group III		
Two or four courses selected from among the following fields: English, art history, music, theater and speech, foreign language, history, philosophy	12	6
Group IV		
Sociology 101	3	3
One or two courses selected from among the following fields: anthropology, economics, geography, government and international studies, psychology	6	3
Group V		
Two courses selected from among the following: astronomy, biology, chemistry, geology, physics	7-8	7-8
	54-55	54-55

Bachelor of Science
Major in Computer Science

Designed to provide a technically-oriented education with emphasis on computer technology and computer programming, this curriculum closely models that recommended by the Association of Computing Machinery Computer Science Education Committee. With the addition of courses in business administration, it will provide graduates who are attractive to business and industrial firms. With the addition of mathematics courses, it is a sufficient background to provide graduates who are able to work in a scientific environment, or who have the credentials for admission to graduate school.

1. GENERAL EDUCATION REQUIREMENTS

Group I
English 101, 102 6
Two courses from history 101 through 112 6

Group II
Computer science 140
One course selected from mathematics 125, 201;
philosophy 110, 111; or business administration 190 6-7

Group III
Two courses to be selected from the following fields:
English, art history, theater history, music history,
foreign language/literature, history, or philosophy 6

Group IV
Government 201 3
Two courses to be selected from the following fields:
anthropology, economics, geography, government
and international studies, psychology, or sociology 6

Group V
Two courses to be selected from the following fields:
biology, chemistry, geology, or physics 7-8

40-42

2. MAJOR REQUIREMENTS

Mathematics 141, 142, 241, 315, and 550 18
Computer science 240, 210, 310, 320, 420, 511,
530, and 540 24
Nine additional hours of computer science
300 or above level courses 9

51

3. COGNATE

(Math 242 recommended as cognate course) 12

4. ELECTIVES

Theater 140 recommended 15-17

Total hours required 120

BUSINESS ADMINISTRATION AND ECONOMICS

BADM 111 has been deleted from the catalog.

SBAD 376 ORGANIZATIONAL BEHAVIOR. (3) (Prereq: junior standing) Study of individual and group behavior viewed from a managerial perspective within the organizational setting. [Change in the course title and description.]

BADM 477 ORGANIZATIONAL CONCEPTS. (3) (Prereq: BADM 371) A conceptual framework for the orderly analysis of management functions through studies in organization, planning, and control theories.

SBAD 478 BUSINESS POLICY. (3) (Prereq: BADM 350, 363, 371, senior standing) A multi-functional approach to the study of organizational problems and opportunities. Emphasis is placed on integrating the functions of an organization through strategy, objectives, policies, technology, environments, systems, and decision making. [Change in course description.]

SECO 524 ESSENTIALS OF ECONOMICS. [Correction of course title.]

It is required that a student majoring in Business Administration complete SECO 121, 122, BADM 225, and 226 before enrolling for 300-and-above level business and economics courses. Other students must secure the permission of the instructor to enroll in the 300-and-above level courses. Students enrolling in 300-and-above business administration or economics courses should have completed a minimum of 58 or more college credit hours.

PHYSICAL EDUCATION

SPED 105 ACTIVITY COURSES FOR THE NON-MAJOR. (1) (pass-fail)
105A PHYSICAL ACTIVITIES FOR CHILDREN
105B SWIMMING AND WATER SAFETY
105C INDIVIDUAL AND DUAL SPORTS
105D FOLK, SQUARE AND SOCIAL DANCE
105E GYMNASTICS AND TUMBLING
105F TEAM SPORTS

SPED 479 DIRECTED TEACHING IN HIGH SCHOOL (PHYSICAL EDUCATION). (15) A field-based course in which physical education majors engage in teaching under the guidance of public school teachers. Experiences will be provided in both elementary and secondary settings. Weekly seminars will also be scheduled. [Replace SEDS 479.]

BACHELOR OF SCIENCE DEGREE IN NURSING

Under curriculum on p. 105
SNUR 322 should be SNUR 331
SNUR 421 should be SNUR 431

REVISED FEE SCHEDULE

	S. C. Resident	Out-of-State Students
Full-time Students	$425.00	$920.00
Part-time Students (also applies to summer school)	$ 36.00 per semester hour	$ 76.00 per semester hour

2.	MAJOR REQUIREMENTS		
	Sociology 300, 310, 320	9	9
	Two 500 level sociology courses	6	6
	Four additional courses numbered above 300	12	12
3.	COGNATE OR MINOR	12-18	12-18
4.	ELECTIVES	21-27	21-27
	Total hours required	120	120

*This major is offered in cooperation with the Sociology Department on the Columbia campus of the USC system. The required courses will be taught on the Spartanburg campus, but the degree will be awarded by the Sociology Department on the Columbia campus.

**Previous experience in a language may be substituted. See the exemption policy under Foreign Language and Literature courses.

BACHELOR OF INTERDISCIPLINARY STUDIES*

The Bachelor of Arts and Bachelor of Science in Interdisciplinary Studies program provides an opportunity for students to design their own curriculum. It is a unique program, having only minimum curricular requirements, and can be structured to meet individual goals and needs.

Application to the program may be made after acceptance to the university and after the successful completion (2.0 GPR) of 60 semester hours credit or an associate degree from an accredited program.

Upon acceptance into the Interdisciplinary Studies program, a student plans his own curriculum with an appointed advisory committee composed of a faculty member from the student's area of concentration and an Interdisciplinary Studies staff advisor. Other than the 27 semester hours of specific requirements, the only subject requirements are those established by the student and his advisory committee. However, the Interdisciplinary Studies Admissions Committee may make recommendations as to courses to be taken by the student. The Interdisciplinary Studies degree requires a minimum of 120 hours of academic credit and conforms to all general university academic regulations.

*Formerly Bachelor of General Studies

The Interdisciplinary Studies program permits a student to apply credits earned through independent study toward the degree. This credit must conform to university policy. Students may also be permitted to apply up to 30 semester hours earned in correspondence courses, the United States Armed Forces Institute, selected college level examination programs, and off-campus extension classes in partial fulfillment of the degree. Further information about alternative forms of credit is available in the Interdisciplinary Studies Office.

Graduation requirements for the Interdisciplinary Studies degree are as follows:

*A minimum of 120 semester hours with a 2.00 GPR, excluding any duplicate course work. A 2.00 GPR is also required on all course work at USCS.
*At least 30 semester hours must be taken in upper division courses at USCS.
*Not more than 30 semester hours of upper division work in the same discipline.
*The senior year of work (30 semester hours at 300 or above level) must be taken in residence at USCS.

Bachelor of Arts and Bachelor of Science
Interdisciplinary Studies

The following courses or their equivalent are required of all graduates, with a minimum grade of C in each course:

REQUIRED COURSES	B.A.	B.S.
English (English 101 and 102 or equivalent suggested)	6	6
Social or behavioral science	6	6
Fine arts, languages, literature, humanities or the social and behavioral sciences	6	
Science or mathematics	6	12
Government 201 or equivalent course (required for all USCS bachelor degree graduates)	3	3
	27	27

ELECTIVE COURSES (includes all previous and transfer credit)

Students, in consultation with their advisors, are encouraged to concentrate their elective courses in subject areas related to their goals and objectives outlined in the Interdisciplinary Studies application. They are also strongly advised to take at least 45 hours outside their concentration area. A grade of C or better is also required in all concentration area courses. Students must follow all prerequisite requirements	93	93
Total hours required	120	120

NOTE: Some students may be required to complete more than 120 semester hours due to career or education goals.

Admission

Since enrollment is limited, an admissions procedure has been established to facilitate review of applications to the Interdisciplinary Studies program. Specific application procedures are as follows:

STUDENTS CURRENTLY ENROLLED
AT THE UNIVERSITY OF SOUTH CAROLINA

1. Complete an application form which may be obtained from the Interdisciplinary Studies Office or from the Admissions Office. The application must include a statement as to how the Interdisciplinary Studies program will meet your particular interests and goals and why you chose the Interdisciplinary Studies program over other university programs.
2. Develop and submit a proposed program of study that you believe will prepare you for your career goals, and specify your area of concentration (page 4 of Interdisciplinary Studies application).
3. Application must be received in the Interdisciplinary Studies office BEFORE the student reaches senior status.

STUDENTS NOT CURRENTLY ENROLLED
AT THE UNIVERSITY OF SOUTH CAROLINA

Transfer students may apply to the Interdisciplinary Studies program at the same time that application for admission to the university is submitted. However, admission to the university must be obtained before admission to the Interdisciplinary Studies program can be completed.

FACULTY
SCHOOL OF HUMANITIES AND SCIENCES

John B. Edmunds, Jr.
Dean

DIVISION OF FINE ARTS, LANGUAGES AND LITERATURE

Elizabeth S. Davidson, Ph.D. — Associate Professor
Division Chairperson
University of South Carolina
English

Elizabeth Brown, Ph.D. — Assistant Professor
Florida State University
English

Sharon Y. Cherry, Ph.D. — Assistant Professor
Northwestern University
Spanish, French

Vergene Colloms, M.M. — Assistant Professor
Northwestern University
Music

James R. Cox, M.A. University of South Carolina Theatre, Speech	Assistant Professor
Andrew T. Crosland, Ph.D. University of South Carolina English and Computer Science	Associate Professor
Michael R. Dressman, Ph.D. University of North Carolina at Chapel Hill English	Associate Professor
Kathryn Hicks, M.F.A. University of Georgia Fine Arts	Assistant Professor
Eugene Hutsell, Ph.D. Florida State University Speech-Communication	Associate Professor
Donald R. Knight, Ph.D. University of South Carolina English	Associate Professor
Bryan E. Lindsay, Ph.D. Peabody College Fine Arts, Music	Associate Professor
Harriet McDuffie, M.A. Florida State University English	Instructor
Nancy P. Moore, Ph.D. University of South Carolina English	Associate Professor
Richard L. Predmore, Ph.D. University of Florida English	Assistant Professor
Regis Robe, Ph.D. University of North Carolina at Chapel Hill French, Spanish	Associate Professor
Emmanuel V. Seko, Ph.D. University of Wisconsin English	Associate Professor
Janice Yost, Ed.D. University of Georgia Speech	Associate Professor

DIVISION OF SCIENCE AND MATHEMATICS

David E. Taylor, M.A. Division Chairperson Appalachian State University Biology	Associate Professor
Celia L. Adair, Ph.D. University of South Carolina Mathematics	Associate Professor
James E. Barnes, Ph.D. Clemson University Physics	Associate Professor
Lyle Campbell, Ph.D. University of South Carolina Geology	Associate Professor
Daniel Codespoti, Ph.D. Kansas State University Computer Science	Assistant Professor
Andrew T. Crosland, Ph.D. University of South Carolina Computer Science and English	Associate Professor
Richard C. Gilman, Ph.D. University of Chicago Computer Science and Sociology	Associate Professor
Betty Howard, M.A.T. Converse College Biology	Instructor
Guy Jacobsohn, M.S. California State College at Long Beach Mathematics	Assistant Professor
George M. Labanick, Ph.D. Southern Illinois University Biology	Assistant Professor
Jerome Lewis, Ph.D. Clemson University Mathematics	Assistant Professor
Lawrence E. Moore, Ph.D. University of Tennessee Chemistry	Professor

Sylvia Moore, B.S. University of South Carolina Biology	Teaching Associate
Gillian Newberry, Ph.D. University of Wisconsin Biology	Associate Professor
Tom Owens, M.Ed. Clemson University Mathematics	Instructor
Barry Parris, B.S. University of South Carolina Chemistry	Teaching Associate
*Fay A. Riddle, Ph.D. University of Florida Mathematics/Computer Science	Assistant Professor
Robert Simpkin, Ph.D. University of Maryland Biology	Assistant Professor
Ronald Sobczak, Ph.D. University of Arizona Chemistry	Assistant Professor
Charles E. Stavely, M.S. Memphis State University Mathematics	Assistant Professor
Jeanne Stuart, Ph.D. Auburn University Biology	Associate Professor
Jack Turner, Ph.D. University of Oklahoma Biology	Associate Professor
Millard B. Ulmer, Ph.D. University of Alabama Mathematics	Associate Professor

*On leave

DIVISION OF SOCIAL AND BEHAVIORAL SCIENCES

Conway W. Henderson, Ph.D. Division Chairperson University of Iowa Government and International Studies	Associate Professor
James T. Allen, Ph.D. University of Georgia Philosophy	Assistant Professor
Edward C. Babin, Ph.D. University of Georgia Geography	Associate Professor
Doyle W. Boggs, Ph.D. University of South Carolina History	Assistant Professor
James W. Brown, Ph.D. University of Wisconsin History	Associate Professor
William Jennings Bryan Dorn, LL.D. Clemson University	Distinguished Lecturer in American Politics
John B. Edmunds, Jr., Ph.D. University of South Carolina History	Professor
Robert E. Elmore, D.P.A. University of Georgia Government and Public Administration	Assistant Professor
Richard C. Gilman, Ph.D. University of Chicago Sociology and Computer Science	Associate Professor
Alice Henderson, Ph.D. University of Michigan History	Professor
Lee Holcombe, Ph.D. Columbia University History	Associate Professor
Judith Belser Kizer, Ph.D. University of Florida Psychology	Assistant Professor

Evan Krauter, Ph.D. University of Rochester Psychology	Assistant Professor
Dwight E. Lambert, Ph.D. University of Florida Government and International Studies	Assistant Professor
Jerry D. Lehman, Ed.D. University of Tennessee Psychology	Associate Professor
Gordon E. Mapley, Ph.D. Wayne State University Psychology	Associate Professor
Grace M. Marvin, M.S. Virginia Commonwealth University Sociology	Instructor

Charles Quinnelly, J.D. — Assistant Professor
University of Alabama
Criminal Justice

Ronald Romine, M.A. — Instructor
University of South Carolina
Government and International Studies

Olin B. Sansbury, Jr., Ph.D. — Associate Professor
University of South Carolina
Government and International Studies

James P. Sloan, M.A. — Assistant Professor Emeritus
Tulane University
Government and International Studies

Ricky T. Walker, M.A. — Instructor
Cornell University
Sociology

Friedrich B. Wenz, Ph.D. — Associate Professor
Wayne State University
Sociology/Criminal Justice

John D. Wilson, Ph.D. — Assistant Professor
Emory University
History

Janet Yehl, Ph.D. — Assistant Professor
Northern Illinois University
Psychology

BACHELOR OF INTERDISCIPLINARY STUDIES

Marilyn Lipscomb , M.B.A. — Director
University of South Carolina

THE MARY BLACK SCHOOL OF NURSING

On July 1, 1980, the USCS School of Nursing was officially named the Mary Black School of Nursing. The step was taken to honor the many contributions of the Black family to medicine and nursing in Upstate South Carolina and to show appreciation for the generosity of Mrs. Mary Black Phillips and the late Miss Rosa Black, whose donations played a key role in securing the funds for a new building to house the school.

The School of Nursing offers an associate degree in Technical Nursing and a baccalaureate degree in Professional Nursing. Both programs are approved by the State Board of Nursing for South Carolina and accredited by the National League for Nursing. The School of Nursing provides the people of the Piedmont area with registered nurses of high technical and professional competence.

The program leading to an Associate of Science in Technical Nursing degree is two years in length and includes liberal arts and science courses as well as nursing preparation. In the fall of 1977 the School of Nursing began offering the program leading to a Bachelor of Science in Nursing degree. This program is currently open only to registered nurses and offers junior and senior level courses in nursing, liberal arts and sciences.

ADMISSION POLICIES

General Information:

The Associate Degree in Technical Nursing curriculum is a concentrated two-year program with special admission requirements. The admission policies for the Associate Degree in Technical Nursing program were developed by the nursing faculty.

A nursing class is admitted once a year in the fall semester. Applicants should submit their applications by April 1st. The Admissions Committee of the Associate Degree Program in Nursing will review the records of each applicant. Admission to the program will be based on ONE or MORE of the following criteria.

Admission Criteria:

1. Admitted to the University of South Carolina at Spartanburg.
2. A minimum SAT score of 350 on verbal and 350 on math.
3. Cumulative G.P.R. of at least 2.0 on 12 semester hours of college credit.
4. All students who apply for admission to the A.D.N. Program will be required to take the Nelson-Denny Reading Test. Students meeting all other admission criteria and who obtain a raw score of 75 will be admitted as a regular student.

   Students meeting all other admission requirements and who have a raw score of 56-74 will be required to have further testing, then take GSTD 121 or 122 if raw score remains below 75. Students who have a raw score of 55 or below on the reading test must take GSTD 121 or 122 and be re-tested to determine eligibility for admission.
5. Acceptable physical examination on USCS form.

Student Classification—Associate Degree Program:

1. *REGULAR* nursing student is one who is admitted as a full-time student to the nursing courses or who is currently enrolled in nursing courses.
2. *PRE-NURSING* student is one who has met the nursing admission criteria and who is taking the required non-nursing courses prior to enrolling in the nursing sequence.
3. *PROVISIONAL* nursing student is one who needs remedial instruction and proof of academic performance. Must complete 12 hours prescribed non-nursing courses with a minimum grade of C and a minimum cumulative GPR of 2.0.
4. *OUT OF SEQUENCE* nursing student is one who had been enrolled as a regular nursing student but is out of sequence with the regular nursing courses for some reason, e.g., failure, dropping nursing, etc., but who remains currently enrolled at USCS.

Transfer Admission Criteria:

1. TRANSFER STUDENTS WITHIN THE UNIVERSITY OF SOUTH CAROLINA
   a. Must meet nursing admission criteria.
   b. Submit "change of school" form.
   c. Complete nursing application form.

d. Have a copy of transcript and acceptable physical examination on USCS form.
e. Must have a minimum cumulative GPR of 2.0 and a minimum grade of C in nursing and required science courses.

2. TRANSFER STUDENTS FROM INSTITUTIONS NOT IN USC SYSTEM
   a. Must meet all requirements for transfer as a student to USCS:
      (1) with 30 semester hours or more–a minimum cumulative GPR of 2.0 and a minimum grade of C in the required science and nursing courses.
      (2) with less than 30 semester hours–transcript reviewed and evaluated on the basis of admission criteria.
   b. Must meet School of Nursing admission criteria.
   c. Complete School of Nursing application form.
   d. Acceptable completed physical examination form on file.
   e. May be required to take Advanced Placement Examination if content of previous nursing courses in question.
   f. Must complete a minimum of 30 semester hours at USCS to graduate.

3. CHANGE OF MAJOR TRANSFER–USCS
   a. Must meet School of Nursing admission criteria.
   b. Must have a minimum cumulative GPR of 2.0 and a minimum grade of C in the required prescribed science courses.
   c. Submit change of major form at Office of Admissions and Records.
   d. Acceptable physical examination on USCS form.

4. OUT OF SEQUENCE - (Space available in current nursing class)
   a. Must re-apply for admission to the School of Nursing.
   b. Must have a minimum cumulative GPR of 2.0 and a minimum grade of C in the required science courses.
   c. Must have an acceptable physical examination form on file.

Evaluation of Transfer Credit:

1. College transcript must be on file before transfer credit can be evaluated.
2. Approval of transfer credit into the Associate Degree in Technical Nursing Program is done by the Dean, School of Nursing.

Required Non-Nursing Courses:

1. Non-nursing courses
   a. English 101 and 102
   b. Psychology 101 and 302
   c. Biology 232, 242, 330
   d. Sociology 101
2. Recommended developmental courses–non-degree requirements
   a. General Studies 121 and 122
   b. English 100
   c. Math 100
   d. Biology 110

Advisement:

Students accepted into the AD program must be advised by a nursing faculty advisor or student advisor, prior to registration for new freshmen. It is the responsibility of the student to keep his status current by advisement with nursing faculty advisor.

Advanced Credit by Examination:

Validation examinations for Nursing 131 are administered by the School of Nursing at specific intervals. Arrangements must be made with the School of Nursing for the tests.

1. Licensed practical nurses must:
   a. Show current L.P.N. license to nursing faculty member.
   b. Be admitted to USCS and Associate Degree in Nursing Program.
   c. Pay validation examination fee and bring receipt on the day arranged by nursing faculty member to administer the examination.
   d. Pass examination with a grade of B or better to qualify for validation credit (University Policy, see catalog).
2. Medical corpsmen must:
   a. Present proof of completed formal medical armed service training program.
   b. Hold an honorable discharge.
   c. Be admitted to USCS and the Associate Degree Program in Nursing.
   d. Pay validation examination fee and bring receipt on the day arranged by nursing faculty member to administer the examination.
   e. Pass examination with a grade of B or better to qualify for validation credit (University Policy, see catalog).

Academic Requirements:

1. Nursing courses must be taken in sequence. A passing grade of C in theory and a satisfactory rating in clinical performance must be obtained in a nursing course before the student can enroll in the next nursing course.
   a. Biology 232 (anatomy) must be taken before or during the fall semester of the freshman year. A passing grade of C must be obtained in the course before the student may enroll in the next nursing course.
   b. Biology 242 (physiology) must be taken before or during the spring semester of the freshman year. A passing grade of C must be obtained in the course before the student may enroll in the next nursing course.
   c. Biology 330 (microbiology) must be taken before or during the fall semester of the sophomore year. A passing grade of C must be obtained in the course before the student may enroll in the next nursing course.
   d. Students will not be allowed to repeat a science course more than once.
3. Psychology 101 must be taken before Psychology 302. Psychology 302 must be completed by the end of the fall semester of the sophomore year in nursing.
4. English 101 and 102 must be completed by the end of the fall semester of the sophomore year in nursing.

Special Requirements:

1. Nursing students who are in the clinical area must wear the Associate Degree Program in Nursing uniform and adhere to hospital dress code.
2. Nursing students who are in the clinical area MUST have liability insurance and are encouraged to have hospital insurance coverage.

3. It is required that students provide their own transportation to and from the hospital and the USCS campus.
4. A student who has more than a twelve month absence since successful completion of a nursing course must take a placement test to determine the level of entry into the program. A student who has a thirty-six month absence since successful completion of a nursing course must repeat the entire nursing program sequence.
5. A student SHOULD confer with the nursing advisor before dropping a course. Plans need to be formulated to enable the student to complete the program requirements.
6. A student may be allowed ONE readmission to the program after the initial acceptance.
7. National League for Nursing achievement tests are administered throughout the program. Students pay for these tests.

Continuation Regulations:

In order for the student to enroll in the sophomore level nursing courses, the following are required:

1. Must have completed freshman level nursing courses and the required science courses with a minimum grade of C and a minimum cumulative GPR of 2.0.
2. Must have a complete physical examination form on file prior to entering the sophomore year.
3. MUST have renewed liability/malpractice insurance coverage.
4. Encouraged to have hospitalization insurance coverage.
5. Additional cost incurred before graduation are the nursing achievement tests, graduate nurse pin and application fee for State Board examination.

School of Nursing Attendance Regulations:

1. Class:

   In order to obtain credit in a nursing course, the student must attend at least 85 percent of the class sessions.

2. Laboratory:

   Attendance is REQUIRED for all scheduled clinical laboratories. Only absences that are deemed absolutely necessary may be excused at the discretion of the faculty member or team. Due to the limited availability of clinical facilities and course scheduling, it is not possible to make up clinical laboratory. Students will be held responsible for content of all clinical laboratories. Each course syllabus will specify the maximum number of laboratory absences which will range from 2 to 4 depending on the course requirements. If the student misses more than the maximum number of absences, he/she will be required to withdraw from the course.

Registered Nurse State Board Examination:

An Associate of Science Degree in Technical Nursing is awarded when the student completes the curriculum requirements with a minimum cumulative grade point ratio of 2.0 and a passing grade of C or better in nursing and science courses. The graduate is eligible to file application for the registered nurse state board examination.

Housing:

Housing is available on a limited basis at the Nurses' Residence of Spartanburg General Hospital for those students living beyond normal commuting distance. Students interested in securing a room at the residence should contact Spartanburg General Hospital Nurses' Residence.

Associate Degree in Technical Nursing

Curriculum:

FRESHMAN YEAR–FALL		
Nursing 131	Fundamentals of Nursing	6
Biology 232	Anatomy	4
English 101	Composition	3
Psychology 101	Elementary Psychology	3
FRESHMAN YEAR–SPRING		
Nursing 133	Nursing in Health Maintenance, Family Development	8
Biology 242	Physiology	4
English 102	Composition and Literature	3
SUMMER SESSION		
Nursing 134	Introduction to Physical and Mental Illness	3
SOPHOMORE YEAR–FALL		
Nursing 231	Nursing in Physical and Mental Illness I	9
Biology 330	Microbiology	4
Psychology 302	Developmental Psychology	3
SOPHOMORE YEAR–SPRING		
Nursing 232	Nursing in Physical and Mental Illness II	9
Nursing 234	Nursing Seminar	3
Sociology 101	Introductory Sociology or Anthropology	3
	Total Credit Hours	65

BACHELOR OF SCIENCE IN NURSING PROGRAM FOR REGISTERED NURSES

Admission Policies

The admission policies for the Bachelor of Science degree in Professional Nursing are set by the nursing faculty. Admission criteria are as follows:

1. Admission to University of South Carolina at Spartanburg
2. Admission to the Baccalaureate Program in Professional Nursing
   a. Application on file by April 1
   b. A cumulative GPR of 2.5 (based on a 4.0 scale) in academic courses (minimum grade of C must be obtained in required science courses)
3. Registered Nurse with current license
4. Acceptable physical examination on USCS physical examination form
5. Three letters of recommendation (i.e., employer, immediate supervisor, teacher, minister)
6. It is desirable for the applicant to have practiced for at least one year within the last five years
7. A personal interview may be required
8. Nurses who are graduates of non-academic nursing programs (Associate Degree nursing courses below the 100 level and diploma nursing courses) must:
   a. obtain 25 credit hours in nursing upon achievement of a grade of C or better on the College Proficiency Examination Program
   b. successfully complete a Clinical Performance Validation Exam
9. Complete the following prerequisite courses:*

English 101	3
English 102	3
Theatre 140 (Speech)	3
Psychology 101	3
Psychology 302	3
Sociology 101	3
Chemistry 101	4
Biology 232 (Anatomy)	4
Biology 242 (Physiology)	4
Biology 330 (Microbiology)	4
Mathematics 119 or 121	3

*Comparable courses may be substituted with the approval of the Dean of the Mary Black School of Nursing.

In keeping with university policy, 60 semester hours are required for junior standing.

Probationary Policy

A student with a cumulative GPR less than 2.5 but having met all other admission requirements will be considered by the Baccalaureate Admissions Committee for admission to the program under Probationary Status.

In order to be removed from probationary status, a student must obtain a minimum grade of C in each course constituting the first 15 semester hours in the Baccalaureate Nursing Curriculum at USCS. If the above requirements are not met, the student will withdraw.

Advisement and Registration

Students seeking admission must be advised by the School of Nursing student advisor. Students currently enrolled in the program will be advised by a School of Nursing faculty advisor prior to registration.

Advanced Credit by Examination

1. CLEP CREDIT
   a. CLEP examinations may be taken to obtain up to 30 hours of credit following general university policy.
   b. CLEP examinations are not acceptable for physiology, anatomy, chemistry or microbiology (see "Credit by examination").
   c. Further information on CLEP credit may be obtained from the Counseling and Career Development Center.
2. CREDIT BY EXAMINATION
   a. Students may obtain credit for physiology, anatomy, microbiology, chemistry and other courses by examination.
   b. For further information refer to the section "Credit by Examination" in this catalog.

Evaluation of Transfer Credit

1. College transcript must be on file before transfer credit can be reviewed.
2. Approval of transfer credit into the Bachelor of Science Degree in Professional Nursing Program is done by the Dean, Mary Black School of Nursing.

Special Nursing Requirements

1. Students are required to wear the official baccalaureate uniform while in the clinical area unless otherwise stated.
2. Students must provide their own transportation to and from clinical experiences and USCS.
3. It is the responsibility of the student to keep his status current by advisement with the nursing faculty advisor.
4. Students are required to maintain professional liability insurance.

Attendance Policy

1. Class:

   In order to obtain credit in a nursing course, the student must attend at least 85 percent of the class sessions.

2. Laboratory:

   Attendance is required for all scheduled clinical laboratories. Only absences that are deemed absolutely necessary may be excused at the discretion of the faculty member or team. Due to the limited availability of clinical facilities and course scheduling, it is not possible to make up clinical laboratory. Students will be held responsible for content of all clinical laboratories. Each course syllabus will specify the maximum number of laboratory absences which will range from 2 to 4 depending on the course requirements. If the student misses more than the maximum number of absences, he/she will be required to withdraw from the course.

Continuation Regulations

1. Nursing courses must be taken in sequence.
2. A grade of C or better must be obtained in nursing and science courses in order to progress in the program.
3. Non-nursing courses may be taken prior to or concurrent with the designated nursing courses.
4. The required nursing courses must be completed in four years.
5. In keeping with university policy a GPR of 2.0 is required for graduation.
6. Junior and senior level courses cannot be validated by CLEP or PEP.
7. Students wishing to transfer in from other BSN programs must have their transcripts carefully evaluated to ascertain whether or not their courses are comparable to USCS courses.

DEGREE REQUIREMENTS

Bachelor of Science Degree in Professional Nursing

Curriculum:

JUNIOR YEAR–FIRST SEMESTER

SCHE 310	Fundamentals of Biochemistry	4
SOCY 305	Sociology of the Family	3
SNUR 321	Concepts of Professional Nursing	5
SNUR 390	Seminar in Self Perception	3
		15

JUNIOR YEAR–SECOND SEMESTER

SBIO 370	Pathophysiology	3
SNUR 322	Strategies for Nursing Action I	5
SNUR 361	Dynamics of Family and Community Health Nursing I	4
*Elective		3
		15

SENIOR YEAR–FIRST SEMESTER

BADM 371	Principles of Management	3
SNUR 421	Strategies for Nursing Action II	4
SNUR 461	Dynamics of Family and Community Health Nursing II	4
*Elective		3
*Elective		3
		17

Occupancy of this proposed new building for the Mary Black School of Nursing is scheduled for September 1982.

SENIOR YEAR–SECOND SEMESTER

Math 201	Elementary Statistics	3
*Elective		3
SNUR 490	Nursing Practice: Search and Research	2
GINT 201	American National Government	3
SNUR 49	Nursing Elective:	3
	SNUR 495 Health Care for the Hospitalized Person	
	SNUR 496 Health Care for the Industrial Worker	
	SNUR 497 Health Care for the Older Person	
	SNUR 498 Health Care for the School Population	
**Elective		3
		17

*Elective is any credit course at the 101 level or above on this campus, or any course which transfers with acceptable credit. General Studies courses, University courses, and 100-level courses are not acceptable as electives. At least six semester hours of elective credit must be taken in Social and Behavioral Science. In addition, a minimum of six semester hours of electives must be taken in the areas of Humanities, Business, and/or Education. No less than six semester hours of the 15 hours of electives must be taken at the 300 or above level (upper division).

**This elective is designed to support the nursing elective and is to be selected with the approval of the School of Nursing faculty advisor.

FACULTY

MARY BLACK SCHOOL OF NURSING

Nancy E. Babb, M.S.N. Medical College of Georgia	Director, A.D.N. Program Assistant Professor
Tracy Caldwell, B.S.N. University of South Carolina	Teaching Associate
Cecilia J. Cogdell, M.N. University of South Carolina	Acting Dean, Mary Black School of Nursing Associate Professor
Holly W. Crocker, M.N. University of South Carolina	Instructor
Betty G. Davis, M.S.N. Clemson University	Instructor
Janice H. Dimsdale, B.S. University of South Carolina at Spartanburg	Administrative Assistant
Brenda Harden, M.N. University of South Carolina	Instructor
Norma Hendra, M.A. Furman University	Assistant Professor
Adelaide Kloepper, M.S.N. St. Louis University	Coordinator, Nursing Continuing Education Assistant Professor
Julia S. Kugler, M.A. Furman University	Coordinator, Learning Resource Center Instructor
Deanne Ledford, M.S.N. Medical College of Georgia	Instructor
Katy R. Murphy, M.Ed. Georgia State University	Student Advisor
Juanita Patrick, B.S.N. University of South Carolina	Teaching Associate
Karen A. Peel, M.N. Louisiana State University Medical Center at New Orleans	Instructor
Betty Pryor, B.S.N. University of South Carolina	Teaching Associate

Carol C. Rentz, M.S.N. Medical College of Georgia	Assistant Professor
Mary Ann Sawicki, B.S.N. Alfred University	Teaching Associate
Glenda P. Sims, M.S.N. Medical College of Georgia	Assistant Professor
Mary L. A. Strossner, M.N. University of South Carolina	Instructor
Catherine B. Talley, M.S. Medical College of Georgia	Acting Director, B.S.N. Program Assistant Professor

UNIVERSITY OF SOUTH CAROLINA AT SPARTANBURG
MARY BLACK SCHOOL OF NURSING
ADJUNCT PROFESSORS

Mitchell H. Allen, Jr., M.D.	Bowman Gray School of Medicine of Wake Forest University
James D. Bearden, III, M.D.	Medical University of South Carolina
Ernest Camp, III, M.D.	Emory University School of Medicine
Euta M. Colvin, M.D.	Medical University of South Carolina
William M. Davis, M.D.	Medical University of South Carolina
Joseph R. Dorchak, M.D.	University of Cincinnati College of Medicine
Walter J. Douglas, M.D.	Medical University of South Carolina
Sami B. Elhassani, M.D.	University of Baghdad
William C. Elston, M.D.	St. Louis University School of Medicine
Harold E. Fleming, M.D.	Medical University of South Carolina
Charles M. Fogarty, M.D.	University of Rochester
J. Sidney Fulmer, M.D.	Emory University
William A. Hammill, M.D.	Ohio State University
W. Donald Hiers, M.D.	Bowman Gray School of Medicine of Wake Forest University

G. B. Hodge, M.D.	Vanderbilt University
Terry D. Johnson, M.D.	Loyola-Stritch School of Medicine, Chicago
Julian C. Josey, Jr., M.D.	Bowman Gray School of Medicine of Wake Forest University
John E. Keith, M.D.	University of North Carolina at Chapel Hill
Henry G. Kelley, Jr., M.D.	Ohio State University
W. Brownlee Lowry, M.D.	Medical University of South Carolina
Franklin E. Mahaffey, R.S.	University of Oklahoma
Donald H. McClure, M.D.	Northwestern University Medical School
William H. McClure, R.S.	Converse College
James E. Padgett, Jr., M.D.	University of North Carolina at Chapel Hill
Frederick G. Phillips, M.D.	Medical University of South Carolina
William F. Price, M.D.	Duke University
Samuel D. Reid, Jr., M.D.	Medical University of South Carolina
Thomas L. Roberts, III, M.D.	Columbia University College of Physicians and Surgeons
Claude C. Sartor, M.D.	Medical University of South Carolina
T. Ravenel Smith, M.D.	Medical University of South Carolina
M. Anita Stoddard, R.N., M.S.N.	University of North Carolina at Chapel Hill
H. Albert Stresing, M.D.	Medical University of South Carolina
Alva Lawton Strickland, M.D.	Medical University of South Carolina
Frederick C. Swenson, M.D.	University of Utah
Robert H. Taylor, M.D.	Medical University of South Carolina
Wendell H. Tiller, M.D.	Bowman Gray Medical School of Wake Forest University
Larry K. Totten, M.D.	Duke University
Charles M. Webb, M.D.	Medical University of South Carolina

Course Descriptions

Descriptions of all courses offered for undergraduate credit are arranged alphabetically by academic discipline on the following pages. Not all courses are available every term; a schedule of classes is printed before the registration period for each term as an announcement of course offerings. Students are advised to consult these schedules prior to registration. The university reserves the right to withdraw any course on the grounds of insufficient enrollment.

COURSE NUMBERING

Courses numbered from 100 to 699 are available at different levels for undergraduate credit. Courses numbered from 700 to 899 may be taken for graduate credit only and are described in the Graduate Studies catalog. Courses numbered from 100 to 499 are for four-year baccalaureate degree candidates. Courses numbered from 500 to 699 may be taken for undergraduate or graduate credit and are open to advanced undergraduates.

EXPLANATION OF NOTATION

The sample course description below indicates the notational system employed in the following pages. The connotations of the numbered elements are as follows:

1. Academic Discipline. Course descriptions are arranged alphabetically by discipline. The four-character abbreviation is the computer code used for course registration and all academic records.
2. Course number and title appear in capital letters.
3. Credit hours. The numeral in parentheses indicates the number of semester credit hours awarded for successful completion of a course. In the case of course sequences where two or more related courses are included in the same entry a statement such as (3 each) indicates that all courses in the sequence carry the same credit. If the courses do not all carry the same credit, the credits awarded for each course are individually itemized. Variable credit, indicated by an entry such as (3-6) or (up to 15), is employed in the case of courses whose content or credit are to be individually determined.
4. Crosslisting. In the cases of courses which are offered in an identical form by two or more schools or departments, all other listings by which they may be identified appear in parentheses between the course title and statement of hour credit. An equality sign (=) indicates such equivalencies.
5. Prerequisites. Any necessary prerequisites or corequisites, indicated by the abbreviations "prereq" and "correq," are given in parentheses after the statement of hour credit.

SAMPLE:

1

PSYCHOLOGY (PSYC)

2 3 4 5

225 PSYCHOLOGICAL STATISTICS | (3) | (=SOCY 230) | An introduction to the statistical methods essential for psychological research. Two lectures and one two-hour laboratory period per week.

ANTHROPOLOGY (ANTH)

102 UNDERSTANDING OTHER CULTURES. (3) An exploration and comparison of selected contemporary cultures, including their languages. An introduction to the concepts, methods, and data of sociocultural anthropology and anthropological linguistics.

ART EDUCATION (ARTE)

329 ART FOR ELEMENTARY SCHOOLS. (3) Methods of teaching art to elementary school children. Major emphasis will be given to relevant studio experience.

ART HISTORY (ARTH)

105 HISTORY OF WESTERN ART. (3) The visual arts from Paleolithic times to the Renaissance.

106 HISTORY OF WESTERN ART. (3) The visual arts from the Renaissance to the present.

ART STUDIO (ARTS)

103, 104 FUNDAMENTALS OF ART. (3 each) Lecture-studio courses introducing basic experiences in two dimensional and three dimensional design, color and drawing.

111, 112 DRAWING. (3 each) Basic courses in the materials and techniques of drawing. (Prereq: ARTS 103 or consent of instructor).

202 CERAMICS. (3) (Prereq: ARTS 104 or consent of instructor) Introductory course in ceramics, study of local clay, experiences in process of forming, decorating, glazing and firing.

211 PAINTING. (3) (Prereq: ARTS 103 or consent of instructor) An introductory course in the materials and techniques of painting.

311 PAINTING. (3) (Prereq: ARTS 211 or consent of instructor) An intermediate course in the materials and techniques of oil paintings.

ASTRONOMY (ASTR)

111 Descriptive Astronomy I. (3)

BIOLOGY (BIOL) and (SBIO)

SBIO 101 BIOLOGICAL SCIENCE I. (4) Biological principles stressing unifying concepts at all levels of organization. For biology majors, pre-medical students and others needing a prerequisite background in biological sciences. Three lecture and three laboratory hours per week.

SBIO 102 BIOLOGICAL SCIENCE II. (4) (Prereq: BIOL 101) A continuation of Biology 101. Three lecture and three laboratory hours per week.

SBIO 110 GENERAL BIOLOGY. (4) An introduction to basic biological concepts for nonbiology majors, presented within context of contemporary thought. This course cannot serve either as a prerequisite for upper level courses or for major credit. Three one-hour lectures and one three-hour laboratory per week.

SBIO 232 ANATOMY. (4) Required of students in nursing and pharmacy. Open to biology majors, pre-medical, pre-dental, pre-allied health science students. An anatomical study of the human body. Three lecture and three laboratory hours per week.

SBIO 242 PHYSIOLOGY. (4) (Prereq: Biology 232 or consent of instructor) A study in Human Physiology. Required to students in nursing and pharmacy. Open to biology majors, pre-dental, pre-allied health science students. Three lecture and three laboratory hours per week.

SBIO 310 INVERTEBRATE ZOOLOGY. (4) (Prereq: Biology 101-102 or consent of instructor) Phylogenetic and comparative aspects of anatomy, physiology, reproduction and embryology of the invertebrates. Three lecture and three laboratory hours per week.

SBIO 315 COMPARATIVE VERTEBRATE ANATOMY. (4) (Prereq: Biology 310) Phylogenetic and comparative aspects of anatomy, physiology, reproduction and embryology of the vertebrates. Three lecture and three laboratory hours per week.

SBIO 320 GENERAL BOTANY I. (4) (Prereq: Biology 101-102 or consent of instructor) Phylogenetic survey of the major plant divisions and consideration of the structure and development of flowering plants. Three lecture and three laboratory hours per week.

SBIO 340 CELL BIOLOGY. (4) (Prereq: Biology 101-102 or consent of instructor) Comprehensive study of morphology, ultrastructure and biochemistry of living cells and their organelles. Bioenergenetics, metabolism, division and differentiation as cellular phenomena. Three lecture and three laboratory hours per week.

SBIO 350 GENERAL PHYSIOLOGY. (4) (Prereq: Biology 102) Three lecture and four laboratory hours per week.

360 GENERAL PHYSIOLOGY. (4) (Prereq: Biology 102) Three lecture and four laboratory hours per week.

SBIO 370 PATHOPHYSIOLOGY. (3) (Prereq: Biology 232, 242, 330 or consent of instructor) Pathophysiology is concerned with disruptions of normal physiology, with the processes that bring about these disruptions, and with the various ways in which the disruptions manifest themselves. Three lecture hours per week.

SBIO 398 SPECIAL TOPICS IN BIOLOGY. (1-3) (Prereq: Consent of instructor) Intensive study in selected areas of biology. Individual topics to be announced with suffix and title. Not for major credit - elective credit only.

399 INDEPENDENT STUDY. (3) (Not for major credit)

400 MAN AND HIS ENVIRONMENT. (3) The interaction of man and the environment emphasizing the intimate relationship of the biosphere to man. Not available for biology major credit. Three lecture hours per week.

440 APPLIED HUMAN PHYSIOLOGY. (3) Designed to teach non-science majors the fundamentals of functional human biology and to build on these fundamentals a relevant knowledge of medical problems in contemporary society such as obesity, malnutrition, emphysema, organ transplants, cardiovascular disease and man in space. Not available for biology major credit. Three lecture hours per week.

SBIO 525 PLANT TAXONOMY. (4) (Prereq: Biology 101-102 or consent of instructor) The major classes of flowering plants found in South Carolina will be described in lecture and representative examples of each class will be studied in the laboratory. Each student will be expected to collect 30 flowering plants, press, and identify them as a special class project. Economic uses as well as some horticultural uses will also be discussed. Three lecture and three laboratory hours per week.

SBIO 530 HISTOLOGY. (4) (Prereq: 1 year biological science and 1 year chemistry) A study of the microscopic anatomy of human cells, tissues and organs. Three lecture and three laboratory hours per week.

SBIO 531 PARASITOLOGY. (4) (Prereq: 1 year biological science and 1 year chemistry, or permission of instructor) A survey of the parasites of animals, with emphasis on the immunological, clinical and epidemiological aspects of human parasitism. Three lecture and three laboratory hours per week.

SBIO 534 ANIMAL BEHAVIOR. (4) (Prereq: 6 credits in basic psychology, or Psyc. 101 and Biol. 102) The identification and classification of behavior patterns exhibited by various species of animals and the determination of relationships among behaviors of such species together with their origin and development. Three hours lecture and three hours laboratory per week.

SBIO 541 BIOCHEMISTRY. (4) (Prereq: Chemistry 232 or consent of instructor) Chemistry and functions of major biological compounds, including primary metabolic pathways and control mechanisms for biosynthesis and degradation. Three lecture and four laboratory hours per week.

SBIO 570 PRINCIPLES OF ECOLOGY. (4) (Prereq: Biology 102) Interactions of organisms and the environment; ecosystems structure and functions. Three lecture and three laboratory hours per week.

SBIO 601 DEVELOPMENTAL BIOLOGY. (4) (Prereq: Biology 101-102 and 340 or consent of instructor) A comparative analysis of the major facts and principles associated with embryological development and differentiating mechanisms in the control of developments in plants and animals will be discussed at the cellular and molecular level. Three lecture and three laboratory hours per week.

645 SENIOR SEMINAR. (1) (Prereq: 16 hours of biology) Required of biology majors.

BUSINESS ADMINISTRATION (BADM) and (SBAD)

111 TYPEWRITING. (3) Beginning typewriting. Speed development is stressed. Business letters and forms are written in quantity.

190 BUSINESS DATA PROCESSING. (3) Basic concepts of computer programming, data management and machine report generation. Emphasis on statistical computations.

225, 226 FUNDAMENTALS OF ACCOUNTING. (3 each) Principles upon which the accountant relies in his determination of a firm's net income and financial position. Study in some depth of financial, managerial and production accounting.

SBAD 290 BUSINESS APPLICATIONS PROGRAMMING. (3) (Prereq: BADM 190, CSCI 211, or CSCI 209) Introductory COBOL programming with emphasis on commercial applications.

331, 332 INTERMEDIATE ACCOUNTING. (3 each) (Prereq: BADM 226) Detailed study of the theory of accounts and the techniques of accounting: balance sheet accounts and problems of recording, tracing and valuation; revenue recognition and income determination under the various theories of recognition.

334 ADVANCED COST ACCOUNTING. (3) (Prereq: BADM 226) Advanced accounting for production management. Includes cost systems and internal control, standard cost, inventory planning and control, capital budgeting, relationship between cost accounting and other quantitative areas, and other current cost topics.

335 INDIVIDUAL TAX PLANNING. (3) Introduction to federal income tax law as it relates to planning individual transactions to minimize income taxes. Includes preparation of individual tax returns utilizing such planning.

347 COMMERCIAL LAW. (3) Contracts, agencies, and partnerships.

348 COMMERCIAL LAW II. (3) (Prereq: BADM 347) Corporations, bankruptcy, and the Uniform Commercial Code.

350 PRINCIPLES OF MARKETING. (3) (Prereq: ECON 121, 122) Marketing functions, trade channels, price policies, expenses and profits of middlemen, and public policy with respect to marketing practices.

352 MARKETING COMMUNICATIONS. (3) (Prereq: BADM 350) A study of the promotion mix of advertising, personal selling, publicity, and sales promotion which is used to communicate with consumer, middleman, and industrial markets, including the psychological, sociological, and cultural factors influencing promotion.

363 BUSINESS FINANCE. (3) (Prereq: BADM 226) The procurement and management of wealth by privately owned profit-seeking enterprises.

366 PRINCIPLES OF REAL ESTATE. (3) (Prereq: junior standing) Principles of property utilization, the law dealing with ownership, titles, and liens; determinants of value; the real estate cycle; regulatory legislation; current problems in urban and suburban land use; city structure and planning.

369 PERSONAL FINANCE. (3) Life insurance, health insurance, wills, trusts, social security, stocks, bonds, real estate, mutual funds, and other uses of funds.

371 PRINCIPLES OF MANAGEMENT. (3) (Prereq: junior standing) A comprehensive survey of the basic principles of management applicable to all forms of business. The course provides the student with a basis for thinking about complex business situations in the framework of analysis of the management process.

374 PERSONNEL MANAGEMENT. (3) (Prereq: junior standing) A development of an understanding of personnel administration as a staff function through a study of modern-day concepts and practices. Topics include: research and standards, employment, training and education, safety and health, employee services and industrial relations.

376 HUMAN RELATIONS IN BUSINESS. (3) (Prereq: junior standing) A study of the process of integrating people into a work situation that motivates and offers economic, psychological, social satisfaction.

390 BUSINESS INFORMATION SYSTEMS. (3) (Prereq: BADM 190 or permission of instructor) Concepts of designing information systems: data flows, purposes, sources, storage, retrieval, processing, and reporting; data base organization.

SBAD 393 MANAGEMENT DECISION METHODS. (3) (Prereq: ECON 291) Quantitative methods of assistance to managers in the decision making process with applications in the production and operations areas. Topics include: decision analysis: linear programming, the graphical and simplex methods; applications of linear programming in production, transportation problems; fundamentals and applications of PERT/CPM, queueing models, and inventory models.

399 INDEPENDENT STUDY. (3-15)

452 INTERNATIONAL MARKETING. (3) (Prereq: BADM 352) An analysis of cultural, legal, political and economic factors affecting the marketing of products and services in world markets.

457 MARKETING RESEARCH. (3) (Prereq: BADM 350, ECON 291 and 292) A study of research methods and procedures used in the marketing process. Particular emphasis is given to the sources of market data, sampling, preparation of questionnaires, collection and interpretation of data, and the relation of market research to the policies and functions of the business enterprise. Emphasis is placed upon differences in life-style, beliefs, attitudes, etc., and their influences upon the marketing decisions of the foreign firm.

463 ADVANCED BUSINESS FINANCE. (3) (Prereq: BADM 363) A study of the advanced phases of business finance whereby theory and principles are employed in solving actual business cases.

467 REAL ESTATE FINANCE. (3) (Prereq: BADM 366) A study of the various instruments utilized in the financing of real property, including such items as mortgages, junior liens, land contracts, long-term leasing and sale and lease-back arrangements. Attention is also given to important institutional and other sources of funds for real estate financing and to the program of the U.S. government and its agencies.

468 REAL ESTATE APPRAISAL AND INVESTMENT MANAGEMENT. (3) (Prereq: BADM 366) Relationship between valuations and market prices; local real estate taxes as a charge against income-producing property; various approaches to value from an income point of view; the valuation of leaseholds and problems in eminent domain; investment of principles as they apply to real estate and the management of real estate management portfolios.

475 PRODUCTION MANAGEMENT. (3) (Prereq: BADM 371, ECON 291, SBAD 393) Emphasis is on the essential features of production/operations management with details on specific concepts and modeling applications. At the same time, the detailed activities of the production manager are to be related to each other. Topics include: the assignment and transportation problems, scheduling, forecasting models, inventory control systems, and quality control.

490 BUSINESS SYSTEMS DESIGN. (3) (Prereq: BADM 290 and BADM 390 or consent of instructor) Planning, implementation and evaluation of information systems.

SBAD 492 COMPLEX MANAGERIAL DECISIONS. (3) (Prereq: ECON 291, 292) The theory and practice of making decisions in an environment of uncertainty. Basic principles of decision making are followed by a development of skill in the assessment of preferences and probability distributions. Other topics include preposterior analysis, analysis in normal form, biased sampling, and Bayesian regression.

SBAD 532 ADVANCED FEDERAL INCOME TAX. (3) (Prereq: BADM 335) This course continues the study of tax problems through estates and trusts, partnerships, corporations, foreign income, gift and social security taxes.

535 AUDITING THEORY. (3) (Prereq: BADM 332) A study of the practical application of accounting knowledge to the problems of auditing and a study of the installation, use and effect of systems of internal control.

537 ADVANCED ACCOUNTING. (3) (Prereq: BADM 332) Selected topics in advanced accounting, including study of unique problems related to special sales arrangements, business combinations, and consolidated financial statements.

539 ACCOUNTING CONTROL SYSTEMS. (3) (Prereq: BADM 190 and 226) A study of the accounting system as a collector and processor of data necessary for effective control of the business organization. Includes study of cybernetics, adaptive control systems, information theory, and electronic data processing.

558 MARKETING MANAGEMENT. (3) (Prereq: BADM 352) A study of the aggregate marketing system from the point of view of the decision maker. Topics included are: the policy areas of organization, research, product, promotion, pricing, channels, forecasting, distribution cost analysis, control, and management of the sales force.

561 INTERNATIONAL BUSINESS FINANCE. (3) (Prereq: BADM 363) The financial management of a multinational business enterprise. Topics include subsidiary working capital management, financial analysis of overseas ventures, sources of international capital, funds remittance policies, trade finance, exchange risk management policies, and techniques of financial control.

582 OFFICE MANAGEMENT. (3) (Prereq: junior standing) Organization, administration, and functions of business offices, with emphasis upon location, layout, equipment and appliances, departmentalization; selection, training, supervision, remuneration, promotion, and replacement of personnel; budgets, costs, and efficiency; and a survey of typical offices in the local area.

591 SIMULATION OF BUSINESS SYSTEMS. (3) (Prereq: BADM 390, ECON 292) Theory and design of business simulation experiments, development and use of computer simulation models, and analysis of data generated by computer simulation experiments.

CHEMISTRY (CHEM) and (SCHE)

NOTE: Students may satisfy the prerequisite requirements for advanced undergraduate courses in chemistry by taking Chemistry 111 and 112.

101 GENERAL CHEMISTRY. (4) Three lecture, one recitation and two laboratory hours per week. First portion of a two-semester terminal course (Chemistry 101-102). Engineers, science majors, pre-meds, etc., requiring more than two semesters of chemistry should not enroll in this course.

102 INTRODUCTION TO ORGANIC AND BIOCHEMISTRY. (4) (Prereq: CHEM 101 or 111) Three lecture, one recitation and two laboratory hours per week. Second portion of a two-semester terminal course (Chemistry 101-102). Engineers, science majors, pre-meds, etc. should not enroll in this course.

105 CHEMISTRY AND MODERN MAN I. (3) A conceptual and qualitative approach to chemistry, its evolution, achievements, and goals and its impact on technology, the environment, and modern life and thought. Specifically designed for students planning no further study of chemistry or science. Two lecture hours and one recitation hour per week.

SCHE 106 CHEMISTRY AND MODERN MAN II. (3) A continuation of CHEM 105. Two lecture, one recitation, and three laboratory hours per week. (1)

SCHE 106L CHEMISTRY AND MODERN MAN II LABORATORY (1) (Prereq: or Coreq: SCHE 106).

111 GENERAL CHEMISTRY. (4) (Coreq. or prereq: MATH 121 or 125) Three lecture, one recitation and two laboratory hours per week. A survey of the principles that underlie all chemistry with applications illustrating these principles.

112 GENERAL CHEMISTRY AND QUALITATIVE ANALYSIS. (4) (Prereq: CHEM 111 and MATH 112 or 125) A continuation of CHEM 111. Special emphasis on chemical equilibrium. Three lecture, one recitation, and three laboratory hours per week.

112L GENERAL CHEMISTRY AND QUALITATIVE ANALYSIS LABORATORY. (0) (Prereq: or Coreq: CHEM 112).

221 QUANTITATIVE ANALYSIS. (3) (Prereq: CHEM 112) Principles of gravimetric, volumetric and basic instrumental methods of analysis. Three lecture hours per week.

221L QUANTITATIVE ANALYSIS LABORATORY. (1) (Coreq: CHEM 221) The practice of volumetric, gravimetric and simple instrumental methods of analysis. Three laboratory hours per week.

231 ORGANIC CHEMISTRY. (3) Prereq: CHEM 112 or consent of instructor). A systematic study of organic chemistry for non-majors. Three lecture hours and one recitation hour per week.

231L ORGANIC CHEMISTRY. (1) (Prereq: or Coreq: CHEM 231) A survey of laboratory methods of organic chemistry. Three laboratory hours per week.

232 ORGANIC CHEMISTRY. (3) (Prereq: CHEM 231) A continuation of Chemistry 231. Three lecture hours and one recitation hour per week.

232L ORGANIC CHEMISTRY LABORATORY. (1) (Prereq: successful completion of CHEM 231L; successful completion of, or concurrent enrollment in, CHEM 232). Three laboratory hours per week.

SCHE 310 INTRODUCTORY BIOCHEMISTRY. (4) (Prereq: CHEM 101 or 111, 112 or consent of instructor) A one semester terminal course outlining the major biological molecules, metabolic pathways, enzymatic kinetics, molecular genetics and physiology. Three hours lecture and three hours laboratory per week. Not for science majors.

COMPUTER SCIENCE

See Mathematics and Computer Science

CRIMINAL JUSTICE (CRJU) and (SCRJ)

321 CRIMINAL LAW. (3) The origin and development of criminal law in America. The basic elements of crimes and defenses.

333 COMMUNITY-BASED CORRECTIONS. (3) The development and impact of community programs, halfway houses, group homes, work-release and educational release programs. The role of the community and citizens in the correctional process.

341 SOCIOLOGY OF CRIME. (3) (= SOCY 353) Social factors in the development, identification and treatment of criminals.

SCRJ 342 CRIME IN AMERICA. (3) The manifestations of crime, its victims, and societal control strategies. The correlates of crime and the collection and use of criminal statistics.

SCRJ 351 JUVENILE DELINQUENCY. (3) (=SOCY 350) A survey of juvenile delinquency, its history, etiologies, manifestations, and extent.

399 DIRECTED STUDY. (3) May be repeated once with the consent of the advisor.

SCRJ 421 COURT ADMINISTRATION. (3) (= GINT 452) The role of a court administrator through the judicial process, including juror selection, case calendaring, docket preparation, administrative procedures, and records.

SCRJ 470 CRIMINAL JUSTICE ORGANIZATION THEORY. (3) An examination of the problems, processes, and theories of communication, decision making and control in criminal justice agencies.

491 SELECTED CURRENT TOPICS. (3) (Prereq: consent of instructor) A seminar for advanced students. May be repeated once with the consent of the advisor.

521 CONSTITUTIONAL LAW. (3) (=GINT 551) A study of the commerce power, the substantive and procedural rights of the individual, and the powers of the President.

SCRJ 571 COMPARATIVE CRIMINAL JUSTICE SYSTEMS. (3) (Prereq: senior standing and consent of instructor) The analysis of international criminal justice systems. Emphasis upon legal foundations, current structures, and strategies of crime control.

SCRJ 581 CRIMINAL JUSTICE PLANNING. (3) The history, function, and techniques of comprehensive planning in the criminal justice system, including the role of agency planners.

ECONOMICS (ECON) and (SECO)

Economics 121 and 122 are prerequisite to all 300, 400 and 500 level Economics courses. Economics 121 and 122 may be taken in either sequence although students should schedule 121 first if possible.

SECO 121 PRINCIPLES OF MACROECONOMICS. (3) A study in depth of the causes and effects of changes in the economic aggregates, such as gross national product, personal income, unemployment, inflation, etc. The course should make the student more aware of the role of economics in contemporary society and the effect of government monetary and fiscal policy on the functioning of a free-marketing system.

SECO 122 PRINCIPLES OF MICROECONOMICS. (3) A study in depth of consumer demand, supply and price in a free-market system. The economics of the firm is studied within the context of different market structures.

SECO 291 PROBABILITY AND STATISTICS. (3) (Prereq: MATH 121 and 122) Basic concepts of probability, probability distributions, and sampling theory.

SECO 292 STATISTICAL INFERENCE. (3) (Prereq: SECO 291) Basic methods of statistical inference including additional topics in hypothesis testing some linear statistical models, and time series analysis.

301 COMMERCIAL AND CENTRAL BANKING. (3) (Prereq: ECON 121, 122) A study of the history, structure, functions, and operations of our commercial and central banking systems. Emphasis is placed on the influence and operations of the Federal Reserve System.

311 ISSUES IN ECONOMICS. (3) (Prereq: ECON 121 or equivalent) The nature and causes of major economic problems facing the nation and its communities, and policy alternatives designed to solve them. The philosophy and methodology of economics in social problem solving.

321 INTERMEDIATE MICROECONOMIC THEORY. (3) (Prereq: ECON 121, 122) Analysis of neoclassical value and distribution theory.

322 INTERMEDIATE MACROECONOMIC THEORY. (3) (Prereq: ECON 121, 122) Analysis of income and employment theory.

503 INTERNATIONAL ECONOMICS. (3) (Prereq: ECON 121, 122) A study of the theory of international specialization and exchange, the making of intransactions to national income. An introductory survey is provided to the network, composition and sources of world trade.

SECO 524 BUSINESS ADMINISTRATION (3) A course designed to acquaint the student with the principles of operation of the American Economic System. The course is designed to meet the needs of education majors and social studies teachers. Not available for business administration majors.

526 MANAGERIAL ECONOMICS. (3) (Prereq: ECON 121, 122, 291, 292) A study of the application of the economic theory of profits, competition, demand, and costs to analysis of problems arising in the firm and in decision making. Price policies, forecasting and investment decision are among the topics considered.

EDUCATION

CURRICULUM AND INSTRUCTION ((SEDC)

400 RESOURCES FOR TEACHING. (1) (Coreq: SEDL 411) A laboratory course in the construction of classroom materials and the use of audio-visual equipment.

555 RESOURCES FOR TEACHING AND LEARNING. (3) An introduction to educational technology, its increasing importance in the total school program, and its relationship to learning theories and communication. Emphasis will be placed upon a practical survey of media and materials as they facilitate the teaching-learning process.

EARLY CHILDHOOD EDUCATION (SEDE)

111, 211, 310, PRACTICUM IN EDUCATION. (1 sem. hour each) A sequence of supervised practicum experiences in various types of educational settings. Seminars and group discussions included. Pass-fail credit. SEDE 310 is taught in conjunction with SEDF 333.

210 PRACTICUM IN EDUCATION. (1) (Prereq: SEDE 111, Coreq: SEDF 321) A sequence of supervised practicum experiences in various types of educational settings. Seminars and group discussions included. Pass-fail credit. SEDE 210 is taught in conjunction with SEDF 321.

311 PRACTICUM IN EDUCATION. (1) (Prereq: SEDE 310, Coreq: SEDE 341) A sequence of supervised practicum experiences in various types of educational settings. Seminars and group discussions included. Pass-fail credit. SEDE 311 is taught in conjunction with SEDE 341.

244 LANGUAGE EXPERIENCES FOR THE CHILD UNDER SIX. (3) Listening, oral expression, readiness to read, and writing as they relate to the child under six, with emphasis on methods and techniques of early language experiences, stories, books and non-book materials.

341 EDUCATIONAL PROCEDURES FOR EXCEPTIONAL CHILDREN. (3) (Prereq: Admission to the professional program or consent of instructor Coreq: SEDE 311) Theoretical and practical approaches to the education of the young exceptional child will be explored. Emphasis will be placed on application of current remedial procedures for exceptional children. Alternative administrative arrangements and sources of academic therapy will also be discussed.

410 PRACTICUM IN EDUCATION. (1) (Prereq: SEDE 311 Coreq: SEDE 542) A sequence of supervised practicum experiences in various types of educational settings. Seminars and group discussions included. Pass-fail credit. SEDE 410 is taught in conjunction with SEDE 542.

469 DIRECTED TEACHING IN EARLY CHILDHOOD EDUCATION. (15) (Prereq: students must meet requirements of freshman, sophomore, and junior year as outlined in Early Childhood program of study) Students will work with children (kindergarten through fourth grade) in educational setting with supervision in all areas of the curriculum.

540 THE YOUNG CHILD (BEHAVIOR AND DEVELOPMENT IN EARLY CHILDHOOD). (3) A study of the physical, emotional, intellectual, and social components of development, their interrelationships and their effect on later functioning will be made. Pertinent research data will be brought together and evaluated. The students under supervision will observe and participate in a laboratory situation involving young children.

542 EARLY CHILDHOOD CURRICULUM. (3) (Prereq: admission to the Professional Program) This course is designed for prospective teachers in the nursery, kindergarten and primary grades. Attention is given to learning activities, materials and equipment suitable for teaching at this level. Emphasis is given to appropriate methods and the assessment of readiness and maturation of children ages three through eight and to the relationship of various subject areas to the general educational development of the child.

544 LANGUAGE DEVELOPMENT AND COMMUNICATIVE SKILLS. (3) The course deals generally with the relationship of language development and thinking to teaching the communicative skills to young children. Specific areas covered are activities designed to develop oral language facility, writing (handwriting, spelling, functional and creative writing), and listening. Also specific techniques dealing with diagnosis of language development will be handled.

545 MATH AND SCIENCE FOR THE YOUNG CHILD. (3) (Prereq: admission to Professional Program or consent of instructor) Materials and programs for teaching mathematics and science to the young child. Students will gain knowledge of the methods and theories of developing science and math programs.

547 LANGUAGE DEVELOPMENT AND COMMUNICATIVE SKILL. (3) (Prereq: Admission to Professional Program or consent of instructors) The course deals with the relationship of language development and thinking to teaching the communicative skills to young children. Specific areas covered are activities designed to develop oral language facility, writing (handwriting, spelling, functional and creative writing), and listening. Also specific techniques dealing with diagnosis of language development will be handled.

548 MATH FOR THE YOUNG CHILD. (2) (Prereq: Admission to the professional or consent of the instructor) Materials and programs for teaching mathematics to the young child. Students will gain knowledge of the methods and theories of developing math programs. Students will also gain in selection, preparation and presentation of materials and techniques.

549 SCIENCE FOR THE YOUNG CHILD. (2) (Prereq: Admisison to the professional program or consent of the instructor). Materials and programs for teaching science to the young child. Students will gain knowledge of the methods and theories of developing science programs. Students will also gain skill in selection, preparation and presentation of materials and techniques.

550 SOCIAL STUDIES FOR THE YOUNG CHILD. (2) (Prereq: Admission to the professional program or consent of instructor) This course deals with the selection and appropriate utilization of social science concepts, facilitation of development in this area, applications of these concepts to social problems and socialization of children.

ELEMENTARY EDUCATION (SEDL)

110 ELEMENTARY PRACTICUM. (1) A sequence of supervised practicum experiences in elementary and middle school settings. Seminars and group discussions included through weekly meetings. SEDL 210 is taught in conjunction with SEDF 321. SEDL 310 is taught in conjunction with SEDF 333, SEDL 411 is taught in conjunction with the senior block. Pass-Fail credit.

211, 310, 311 ELEMENTARY PRACTICUM. (1 sem. hour each) (Coreq: SEDF 221 with SEDL 210 and SEDL 310 with SEDF 333) A sequence of supervised experiences in elementary and middle school settings. Seminars included through weekly meetings. SEDL 110 provides experiences in K-12 situations and career guidance. SEDL 210 is taught in conjunction with SEDF 221, SEDL 310 with SEDF 333 and SEDL 411 with the senior block. SEDL 311 provides experiences in settings where children with special needs are taught. Pass-Fail credit.

411 ELEMENTARY PRACTICUM. (1) (Coreq: SEDL 441, 445, 446, 447, 448 and SEDC 400) A sequence of supervised practicum experiences in elementary and middle school settings. Seminars and group discussions included through weekly meetings. SEDL 210 is taught in conjunction with SEDF 321. SEDL 310 is taught in conjunction with SEDF 333. SEDL 411 is taught in conjunction with the senior block. Pass-Fail credit.

441 THE ELEMENTARY SCHOOL CURRICULUM AND ORGANIZATION. (3) Study of the entire school program, including grouping, grading, placement, and organization of the children and school for optimal educative experiences and learning.

442 RESOURCES FOR TEACHING IN THE ELEMENTARY SCHOOL. (3) A laboratory course in the study and construction of modern classroom materials. Emphasis will be placed upon a practical survey of media and materials that facilitate the teaching-learning process.

443 TEACHING SOCIAL STUDIES AND LANGUAGE ARTS IN THE ELEMENTARY SCHOOL. (3) Materials and programs for teaching social studies and language arts in the elementary school with emphasis on communication skills.

444 TEACHING MATHEMATICS AND SCIENCE IN THE ELEMENTARY SCHOOL. (3) Materials and programs for teaching mathematics and science in the elementary school.

445 TEACHING LANGUAGE ARTS IN THE ELEMENTARY AND MIDDLE SCHOOL. (2) (Coreq: SEDL 441, 446, 447, 448, 411 and SEDC 400) Materials, programs and methods for teaching language arts in the elementary and middle schools.

446 TEACHING MATHEMATICS IN THE ELEMENTARY AND MIDDLE SCHOOL. (2) (Coreq: SEDL 441, 445, 447, 448, 411, and SEDC 400) Materials, programs and methods for teaching mathematics in the elementary and middle schools.

447 TEACHING SOCIAL STUDIES IN THE ELEMENTARY AND MIDDLE SCHOOL. (2) (Coreq: SEDL 441, 445, 446, 448, 411 and SEDC 400) Materials, programs and methods for teaching social studies in the elementary and middle school.

448 TEACHING SCIENCE IN THE ELEMENTARY AND MIDDLE SCHOOL. (2) Coreq: SEDL 441, 445, 446, 447, 411 and SEDC 400) Materials, programs and methods for teaching science in the elementary and middle schools.

470 DIRECTED TEACHING IN THE ELEMENTARY AND MIDDLE SCHOOL. (15) (Preq: Approval by the Teacher Education Admissions Committee) A full semester of supervised clinical experiences, including seven two hour and three all day seminars and workshops, for students who are preparing to teach in elementary and middle schools. The directed experience will include half a semester in grade 1-3 and half a semester in grades 4-8.

FOUNDATIONS OF EDUCATION (SEDF)

321 DYNAMICS OF AMERICAN EDUCATION. (3) Extensive treatment of the social, political, economic, and philosophical influences that have shaped formal education in the U.S.A. Analysis of the financial, organizational, and legal aspects of education. (SEDF 321 is taught in conjunction with SEDE 210 and SEDL 210).

333 INTRODUCTION TO CHILD GROWTH AND DEVELOPMENT. (3) Basic course designed to familiarize the prospective teacher with the patterns of social, emotional, physical, and intellectual growth and development of the individual. Development of these growth patterns from the prenatal stage to the onset of adolescence. (Taught in conjunction with SEDE 310 and SEDL 310, Practicum.)

334 INTRODUCTION TO ADOLESCENT GROWTH AND DEVELOPMENT. (3) Basic course designed to familiarize the prospective junior and senior high school teacher with the patterns of social, emotional, physical, and intellectual growth and development of the individual during his adolescent years. (Taught in conjunction with the SEDS 311 Practicum.)

335 INTRODUCTION TO EDUCATIONAL PSYCHOLOGY. (3) Applications of the psychology of learning and motivation. Special attention to basic statistical procedures and the behavior of the school child.

MIDDLE SCHOOL EDUCATION (SEDM)

431 CURRICULUM AND ORGANIZATION OF THE MIDDLE SCHOOL. (3) (Prereq: SEDF 333-334, admission to the Professional Education Program). A study of the curriculum and organizational structure of the emerging middle school. Emphasis will be placed on identifying and meeting the needs of the early adolescent. Skills will be developed using a three-dimensional theoretical matrix comprising research results based on (1) generalizations drawn from research, (2) foundations of curriculum, and (3) organizational patterns.

437 METHODS AND MATERIALS OF TEACHING IN THE MIDDLE SCHOOL. (3) (Prereq: SEDF 321, SEDF 333-334, SEDE 431, admission to the Professional Education Program) A course to implement middle school curriculum skills through mastery of a variety of teaching methods and through the use of media. Students will demonstrate through micro-teaching a mastery of various models of teaching and will identify and evaluate middle school media.

READING EDUCATION (SEDR)

514 TEACHING OF READING IN THE ELEMENTARY SCHOOL. (3) (Prereq: SEDF 333 and 335) A basic course which emphasizes the psychological, sociological, physiological and pedagogical factors underlying the process of reading. Stresses the development of basic strategies for teaching word recognition and comprehension skills at all levels of instruction in the elementary school. Includes specific techniques in identifying and planning for individual instructional needs. A minimum of ten hours of observation in the classroom is required.

516 DIAGNOSIS AND CORRECTION OF READING DISABILITIES. (3) (Prereq: SEDR 514 and senior standing) This clinical and lecture course will emphasize diagnosis and remedial procedures for the teaching of reading. Students will gain practice in diagnostic procedures and interpretation of results. Students study, select and prepare materials and techniques to correct reading deficiencies.

518 READING IN THE SECONDARY SCHOOL. (3) (Prereq: SEDF 334) The place of reading instruction in high school, the programming of special services in reading instruction, methods of teaching basic and developmental reading skills, and case studies of programs. Demonstrations of tests and devices.

SECONDARY EDUCATION (SEDS)

210, 211, 311 PRACTICUM IN EDUCATION. (1 each) A sequence of supervised practicum experiences in various types of educational settings. Seminars and group discussions included. Pass-fail credit. Taught in conjunction with SEDF 334.

446 SECONDARY SCHOOL CURRICULUM. (3) The organization, historical context, foundations for curriculum development, process of curriculum planning, design of the curriculum, and strategy of curriculum change in the secondary school. Open only to juniors and seniors or graduates completing certification requirements.

447-453 TEACHING IN HIGH SCHOOL. (3 each) Students will select the appropriate course involving a study of methods, techniques, and materials of instruction appropriate to the subject matter taught in high school.

447 TEACHING IN HIGH SCHOOL (ENGLISH). (3)

449 TEACHING IN HIGH SCHOOL (HISTORY AND SOCIAL STUDIES). (3)

450 TEACHING IN HIGH SCHOOL (MATHEMATICS). (3)

451 TEACHING IN HIGH SCHOOL (PHYSICAL EDUCATION). (3)

452 TEACHING IN HIGH SCHOOL (DISTRIBUTIVE EDUCATION). (3)

453 TEACHING IN HIGH SCHOOL (NATURAL SCIENCE). (3)

473 DIRECTED TEACHING IN HIGH SCHOOL (ENGLISH). (15)*

475 DIRECTED TEACHING IN HIGH SCHOOL (HISTORY AND SOCIAL STUDIES). (15)*

478 DIRECTED TEACHING IN HIGH SCHOOL (MATHEMATICS). (15)*

479 DIRECTED TEACHING IN HIGH SCHOOL (PHYSICAL EDUCATION). (15)*

480 DIRECTED TEACHING IN HIGH SCHOOL (DISTRIBUTIVE EDUCATION). (15)*

481 DIRECTED TEACHING IN HIGH SCHOOL (NATURAL SCIENCE). (15)*

*A field-based course in which Secondary Education majors engage in teaching under the guidance of a public school teacher. Experiences will be provided in both middle/junior high school and high school settings. Weekly seminars will also be scheduled.

ENGINEERING (ENGR)

110 INTRODUCTION TO ENGINEERING. (3) Basic concepts of engineering with related problems. Introductory computer programming. Study of the engineering curriculum.

223 STATICS. (3) (Prereq: MATH 141) Introduction to the principles of mechanics. Equilibrium of particles and rigid bodies. Distributed forces, centroids and centers of gravity. Moments of inertia of areas. Analysis of simple structures and machines. A study of various types of friction.

224 DYNAMICS. (3) (Prereq: ENGR 223) Kinematics of particles and rigid bodies. Kinetics of particles with emphasis of Newton's second law; energy and momentum methods for the solution of problems. Applications of plane motion of rigid bodies.

225 CIRCUIT ANALYSIS. (3) (Prereq: MATH 142) Passive circuits and network analysis; ideal circuit elements and the mathematical model; the steady-state and transient solutions; impedance and admittance concepts; resonance; Kirchoff's laws, mesh and node equations and network theorems.

230 DIGITAL LOGIC DESIGN. (3) (Prereq: Math 142) Number systems and discrete codes. Boolean algebra and forms of Boolean expressions; logic, logic elements, and logical design; practical applications of logical design. Model of sequential systems; completely and incompletely specified sequential systems completely and incompletely specified sequential circuits; synchronous and asynchronous circuit design.

301 THERMODYNAMIC FUNDAMENTALS. (3) (Prereq: MATH 241) Definitions, work, heat, and energy. First law analyses of systems and control volumes. Second law analysis.

305 ENGINEERING MATERIALS. (3) A study of the microstructure of materials, including atomic structure, interatomic forces and the structure of crystalline and non-crystalline materials. Phase diagrams, phase changes and macrostructure of materials. Properties of engineering materials.

306 FLUID MECHANICS. (3) (Prereq: ENGR 224) Static properties of fluids are introduced with definitions, basic concepts, and measuring techniques. Fluid flow introduces continuity conditions, streamline flows, thermodynamic relations, and Euler's equation of motion. Applications of dimensional analysis are made. Steady state laminar and turbulent flow are studied for different boundary conditions. Compressible flow is introduced.

ENGLISH LANGUAGE AND LITERATURE (ENGL) and (SEGL)

Advanced standing in freshman English classes can be achieved by a number of methods, including Educational Testing Service Advanced Placement Examinations and the English Placement Examination administered to all in-coming USCS freshmen. For details on English placement in special circumstances, consult the Chairperson, Divison of Fine Arts, Languages and Literature.

100 BASIC WRITING. (3) A course in basic writing skills with closely supervised practice in writing the sentence, the paragraph, and the theme, with intensive review of spelling, grammar, punctuation, and mechanics. May not be used to satisfy any English requirement.

101 COMPOSITION. (3) A course in the composing process with attention to invention, arrangement, and style, and closely supervised practice in reading and in writing essays.

102 COMPOSITION AND LITERATURE. (3) (Prereq: ENGL 101) A course in the writing of expository and critical essays with an introduction to literature and including a research paper. Honors section offered.

NOTE: The completion of English 101 and 102 (or equivalents) is prerequisite to enrollment in the following courses. Only those courses which are numbered above 300 may count toward a major in English. In special circumstances, with the approval of the department, a graduate student may enroll in some courses numbered above 500 and receive graduate credit by doing additional work. For a listing of graduate courses see the Graduate Studies catalog for the University of South Carolina.

245 EFFECTIVE ENGLISH. (3) This course is designed to acquaint the student further with the fundamentals of English usage and the resources of the language, and to enable him to employ the mother tongue with a degree of grace and effectiveness.

SEGL 275 MASTERPIECES OF WORLD LITERATURE I. (3) Selections from the literature of Western and non-Western cultures from ancient times through the seventeenth century.

SEGL 276 MASTERPIECES OF WORLD LITERATURE II. (3) Selections from the literature of Western and non-Western cultures from the eighteenth century to modern times.

SEGL 279 SURVEY OF AMERICAN LITERATURE I. (3) An intensive survey of the writings of American authors from colonial times to 1860.

SEGL 280 SURVEY OF AMERICAN LITERATURE II. (3) An intensive survey of American poetry, drama, and prose from 1860 to the present.

SEGL 289 SURVEY OF BRITISH LITERATURE I. (3) An intensive survey of British poetry, drama, and prose from the Old English Period to 1800.

SEGL 290 SURVEY OF BRITISH LITERATURE II. (3) An intensive survey of British poetry, drama, and prose from 1800 to the present.

SEGL 291 BLACK AMERICAN LITERATURE. (3) A survey of writings by black American authors. The course may include works from several genres; or it may, in a given semester, be restricted to a specific genre, such as poetry, fiction, or drama.

SEGL 322 CONTEMPORARY LITERATURE. (3) A survey of prose, poetry, and drama written in the second half of the twentieth century.

SEGL 398 STUDIES IN LANGUAGE/LITERATURE. (3) Intensive study of selected topics in English or American literature.

399 INDEPENDENT STUDY. (3-9)

SEGL 400 A SURVEY OF EARLY ENGLISH LITERATURE. (3) A survey of Old and Middle English works in translation.

401 CHAUCER. (3) Chaucer's works, with special attention to The Canterbury Tales.

SEGL 407 SHAKESPEAREAN DRAMA. (3) A study of selected plays by Shakespeare.

SEGL 409 ENGLISH LITERATURE, 1500-1660. (3) A study of the poetry and prose of major Renaissance and Commonwealth writers.

SEGL 411 ENGLISH LITERATURE, 1660-1800. (3) A study of the poetry, prose, and drama of Restoration and 18th century writers.

417 ROMANTICISM. (3) A study of the 18th century transition from Classicism to Romanticism, and the 19th century masters: Wordsworth, Coleridge, Byron, Shelley, and Keats.

SEGL 419 VICTORIAN LITERATURE. (3) A study of the poetry and prose of major Victorian writers.

SEGL 423 BRITISH LITERATURE, 1900-1950. (3) This survey of the literature of the first half of the twentieth century includes representative readings from major poets, dramatists, and fiction writers.

SEGL 425 AMERICAN LITERATURE, BEGINNINGS TO 1830. (3) A study of writing in colonial and revolutionary America, with special attention to literary types and to the influence of religion and politics on these types.

SEGL 426 AMERICAN LITERATURE, 1830-1865. (3) Readings of representative works of Poe, Hawthorne, Melville, Emerson, Thoreau, Longfellow, Holmes, Lowell, and others.

SEGL 427 AMERICAN LITERATURE 1865-1910. (3) Readings in representative works of Dickinson, Whitman, Twain, Howells, James, Norris, Crane, Dreiser, Adams, and others.

SEGL 428 AMERICAN LITERATURE, 1910-1950. (3) Readings from representative poets, dramatists, and fiction writers of the period.

435 THE SHORT STORY. (3) A study of the characteristics of the short story as a type, with references to its historical development in America and Europe.

447 SOUTHERN LITERATURE. (3) A historical and critical survey of selected works of Simms, Lanier, Cable, Harris, Wolfe, Faulkner, O'Connor, Johnson, Wright, McCullers, and other Southern writers.

451 INTRODUCTION TO THE STUDY OF LANGUAGE. (3) An introduction to general principles in the design and function of human language. Illustrative material is drawn from English and modern European languages as well as others.

453 DEVELOPMENT OF THE ENGLISH LANGUAGE. (3) A course for those who would like to know something of the history of the English language. No previous knowledge of Old or Middle English is required. The course considers such questions as: How did language originate? In what ways does a language change? How is a dictionary made? What causes the meaning of a word to change?

SEGL 455 LANGUAGE STUDY APPLICATIONS. (3) Study of applied linguistics will provide increased awareness of the power of language, suggest methodology for increasing language skills. Investigates levels of language usage, dialects, general semantics, propaganda techniques, nonverbal communication (body language) and application of grammatical analysis to improvements of effective communication.

SEGL 459 ADVANCED RHETORIC AND COMPOSITION. (3) A study of the theory and principles of rhetoric and their history and development from classical Greece to the present, and the application of these principles in the student's own thinking and writing.

SEGL 468 CREATIVE WRITING. (3) (Prereq: Consent of instructor and ENGL 102) A course in imaginative writing. Genres (fiction, poetry drama, non-fiction) will vary, but which area is to be taught in a given semester will be published when the schedule is published. The course may be repeated once with the permission of the division chairperson.

480 a,b,c STUDIES IN LITERARY THEORY. (3) The various forms of fiction (a); poetry (b); or drama (c); Emphasis is on the nature of the literary form rather than on interpretation.

483 THEORY OF LITERARY CRITICISM. (3) Various theories of literary criticism with the aim of establishing standards of judgment. Includes practice of criticizing literary works, including the several types.

484 CHILDREN'S LITERATURE. (3) (Required of all students specializing in Elementary Education) A course in reading and reporting on representative works in children's literature appropriate for the elementary school child.

485 ADOLESCENT LITERATURE. (3) A study of the characterization of adolescents in literature, and of the historical development of the writing of literary works expressly for the adolescent readers.

SEGL 490 SENIOR SEMINAR. (3) (Must be taken first semester of senior year) Reading and research on selected topics.

526 COMPUTER METHODS FOR HUMANISTIC PROBLEMS. (3) (=Computer Science 508) (Prereq: consent of instructor) Introduction to data processing concepts suitable for research interest in non-numerical areas such as the humanities. Orientation to data processing equipment and computers. Logic; flow-charting, list-processing, programming languages. Analysis of appropriate computer-assisted research projects.

526P LABORATORY FOR COMPUTER METHODS FOR HUMANISTIC PROBLEMS. (1) (=Computer Science 508L) (Coreq: English 526) Broad but intensive introduction to computer systems and programming for students in the humanities. No mathematical or scientific background is presumed. Laboratory experience with data processing equipment; introduction to elementary digital computer programming in an appropriate language.

FOREIGN LANGUAGES AND LITERATURES

Unless otherwise noted, readings, lectures and discussion in foreign language courses above the elementary level are principally in the language concerned.

Exemption policy: Incoming students with previous experience in a foreign language may take the placement test. If placed above the 201 level (3rd semester) they have the choice of: (1) being exempted from the foreign language requirement with no credit, or (2) taking foreign language 202 or 205, and upon passing the course with at least a C, receive 8 credit hours toward graduation for 101 and 102.

FRENCH (FREN) and SFRN)

101, SFRN 102 INTRODUCTORY FRENCH (101, 4; S102, 4) Fundamentals of the language through speaking, aural comprehension, reading and writing.

SFRN 103 INTRODUCTORY READING IN BUSINESS AND TECHNICAL FRENCH. (3) A course designed specifically to help students to interpret basic written material in business and science.

201, 202 INTERMEDIATE FRENCH. (3 each) Review of the basic principles of grammar, with emphasis on reading, writing and oral skills.

SFRN 205 ELEMENTARY FRENCH CONVERSATION. (3) (Prereq: SFRN 102) Intensive oral training in French through conversation groups, speeches, oral presentations, oral drills and vocabulary development.

SFRN 305 INTERMEDIATE FRENCH CONVERSATION. (3) (Prereq: French 205) A continuation of French 205. The emphasis is put on idiomatic vocabulary development and acquisition of fluency through oral presentations and conversation groups.

GERMAN (GERM) and (SGRM)

101, SGRM 102 INTRODUCTORY GERMAN (101, 4; S102, 4) Fundamentals of the language through reading, aural comprehension, speaking and writing.

SGRM 103 INTRODUCTORY READING IN BUSINESS AND TECHNICAL GERMAN. (3) A course designed specifically to help students to interpret basic written material in business and science.

201, 202 INTERMEDIATE GERMAN. (3 each) Review of the basic principles of grammar, with emphasis on reading, writing and oral skills.

SGRM 205 ELEMENTARY GERMAN CONVERSATION. (3) (Prereq: German 102 or equivalent in high school) Intensive oral training in German through conversation groups, speeches, oral presentation, oral drills and vocabulary development.

SPANISH (SPAN) and (SSPN)

101, SSPN 102 INTRODUCTORY SPANISH (101, 4; S102, 4) Fundamentals of the language through speaking, aural comprehension, reading, and writing.

201, 202 INTERMEDIATE SPANISH. (3 each) Review of the basic principles of grammar, stressing reading and oral skills.

SSPN 205 ELEMENTARY SPANISH CONVERSATION. (3) (Prereq: SSPN 102) Intensive oral training in Spanish through conversation groups, speeches, oral presentations, oral drills and vocabulary development.

GENERAL STUDIES (GSTD) and (SGST)

SGST 121 EFFECTIVE READING I. (3) A course for developing and improving skills in reading, vocabulary, and study techniques. Admission to the course is by placement test and by advising.

SGST 122 EFFECTIVE READING II. (3) (Prereq: SGST 121) This course continues the work of SGST 121 on reading comprehension and vocabulary development. In addition, the student will practice employing a flexible and appropriate reading rate for different types of reading material (i.e., novel, history, psychology, newspaper, etc.).

299 INDEPENDENT STUDY. (1-6) (Prereq: junior standing or permission of division chairperson).

GEOGRAPHY (GEOG) and (SGEG)

103 INTRODUCTION TO GEOGRAPHY. (3) A survey of the principles and methods of geographic inquiry.

SGEG 121 PRINCIPLES OF REGIONAL GEOGRAPHY. (4) Description of the regional method and an analysis of the region forming processes. Emphasis is placed on the construction of local regions and the interpretation of regional constructs. Three lectures and one two-hour laboratory per week.

201 INTRODUCTION TO PHYSICAL GEOGRAPHY. (4) The spatial significance of land forms, water bodies and soils. Emphasis is placed on both the man-land relationship and the concept of location. Three lectures and one two-hour laboratory per week.

202 INTRODUCTION TO WEATHER AND CLIMATE. (4) The interrelationship of weather elements and controls and the spatial distribution of climate and vegetation. Three lectures and one two-hour laboratory per week.

212 INTRODUCTION TO ECONOMIC GEOGRAPHY. (3) Factors in location and production of commodities, commerce and manufacturing.

340 GEOGRAPHY OF POPULATION, SETTLEMENT, AND MIGRATION. (3) (=SOCY 315) The study of population distributions, the patterns of settlement, and the various kinds of population movements.

424 GEOGRAPHY OF NORTH AMERICA. (3) Physical and cultural geography of North America with emphasis on the United States.

GEOLOGY (GEOL)

101 PHYSICAL GEOLOGY. (4) This course will illustrate the methods and enterprise of science as they have been applied to interpret the earth. The technical subject matter will be concerned as much with natural processes as with their products—the minerals, rocks, fossils, structure and surface forms of the earth. The course will emphasize the interplay between hypothesis, experiment, and observable fact that characterizes productive physical science. Three lectures and three laboratory hours each week.

102 HISTORICAL GEOLOGY. (4) The practice of geology as a historical science with emphasis on the methods of analysis, nature of the record, and guiding philosophy that have allowed geologists to decipher the history of the earth. Three lectures and three laboratory hours each week.

103 ENVIRONMENTAL EARTH SCIENCE. (4) Analysis of the basic energy cycles of the earth. The interaction of human activity with earth processes to affect the environment. Three lectures and three laboratory hours each week.

GERMAN

See Foreign Languages and Literature

GOVERNMENT AND INTERNATIONAL STUDIES (GINT) and (SGIS)

201 AMERICAN NATIONAL GOVERNMENT. (3) The formation and development of the national government, its organization and powers.

SGIS 210 INTERNATIONAL POLITICS. (3) An introduction to the basic factors influencing nation-state behavior in the world: the nation-state system; nationalism and imperialism; national power; the present world crisis. The role of the United States in the world community is emphasized.

SGIS 301 INTRODUCTION TO POLITICAL SCIENCE. (3) An introduction to the discipline of political science: its subject matter and methods of study. Intended primarily for Political Science students.

315 THEORIES OF INTERNATIONAL RELATIONS. (3) Required of all international studies majors. The ideas and works of leading theorists of international relations. Stress will be placed on the special role these theories and theorists have played and continue to play in shaping and guiding the policies of statesmen.

330 INTERNATIONAL ORGANIZATION. (3) An introduction to the structure and functions of international political and economic organizations. Particular attention to the United Nations and its specialized agencies and to emerging regional communities.

340 THE CONDUCT AND FORMULATION OF UNITED STATES FOREIGN POLICY. (3) An analysis of how contemporary United States foreign policy is made and conducted.

341 CONTEMPORARY UNITED STATES FOREIGN POLICY. (3) A critical analysis of selected problems of United States foreign policy.

360 AMERICAN POLITICAL PARTIES. (3) A broad survey of the role of political parties in the American political system. Following an examination of the historical evolution of party systems in the United States, primary attention is given to three aspects of contemporary political parties: the party as an organization, the party as an electorate, and the party as a governing elite.

361 ELECTIONS AND VOTING BEHAVIOR. (3) An analysis of elections and the voting process. Topics include candidate selection, campaigning, and the conduct of elections as well as public opinion, voting behavior, and the role of elections in the democratic political systems.

363 SOUTHERN POLITICS. (3) Selected political patterns and trends within the eleven states of the American South. Historical developments with the central focus on Southern politics since 1950.

370 INTRODUCTION TO PUBLIC ADMINISTRATION. (3) A study of the basic principles and theory of administrative structure, responsibility, and control in relation to policymaking in the modern state.

374 INTRODUCTION TO PUBLIC POLICY. (3) Examination of social, political and technical forces in policymaking. Various theories of public policy as well as selected policy areas are covered. Current policy issues will also be included and integrated into the larger theories of decision making.

SGIS 399 INDEPENDENT STUDY. (1-6) (Prereq: prior approval by the instructor who will supervise the project)

401 HISTORY OF POLITICAL THOUGHT. (3) A theoretical treatment of the purposes and functions of the state through an examination of political philosophers from Machiavelli to Hegel.

447 FOREIGN POLICIES OF SELECTED POWERS. (3) A comparative examination of the foreign policy processes of the major powers in the international system. Attention to structures involved in the formulation of policy, and divergent policies directed to functional issues such as nuclear controls, environmental issues, and economic assistance.

452 THE JUDICIAL PROCESS. (=CRJU 421) (3) A study of the growth of law, the lawmaking of the courts, the structure and organization of federal and state courts, the procedures involved in civil and criminal cases, and the problems and proposals for reform in the administration of justice.

462 THE LEGISLATIVE PROCESS. (3) A study of the structure, organization, powers, functions and problems of legislative bodies.

463 THE AMERICAN CHIEF EXECUTIVE. (3) The constitutional powers and political roles of the American President with lesser emphasis upon state governors. An analysis of the chief executive and administration, executive relationships with legislatures, and party and popular leadership by the executive.

491 TOPICS IN GOVERNMENT AND INTERNATIONAL STUDIES. (3) May be repeated once as topics change.

550 CONSTITUTIONAL LAW. (3) (Prereq: GINT 201) A study of judicial review, the political role of the courts, American federalism, the jurisdiction of and limitations of the judicial branch and the power of taxation.

551 CONSTITUTIONAL LAW. (=CRJU 521) (3) (Prereq: GINT 201) A study of the commerce power, the substantive and procedural rights of the individual, and the powers of the President. May be taken independently of GINT 550.

SGIS 564 STATE AND LOCAL GOVERNMENT. (3) A study of the institutions, functions, policy-making processes and politics of state and local governments. An examination of the relations between state and local government and the national government.

571 PUBLIC FINANCIAL ADMINISTRATION. (3) Principles and practices of financial administration including organization, budgeting, assessment, treasury management and debt.

572 PUBLIC PERSONNEL MANAGEMENT. (3) Fundamental principles of personnel organization and administration, including an analysis of personnel techniques.

HEALTH EDUCATION (SHED)

221 PERSONAL AND COMMUNITY HEALTH. (3) A course incorporating the principles of personal hygiene, including the physiological systems of the body with emphasis on mental, sexual, nutritional, safety and environmental education and communicable diseases.

235 FIRST AID AND EMERGENCY PREPAREDNESS. (3) Emphasis upon preparing school personnel to act responsibly in emergency situations. (Includes the American National Red Cross standard and advanced First Aid instruction.)

331 HEALTH AND EDUCATION FOR THE ELEMENTARY SCHOOL CHILD. (2) Methods and materials for elementary schools. Integration and correlation of materials with school subjects. Sample content of material developed for primary and intermediate grades.

434 HEALTH EDUCATION. (3) (Prereq: SHED 221, BIOL 232 and 242) Methods of teaching health with special emphasis on its relationship to physical education. Health service, healthful school living and health instruction.

PHYSICAL EDUCATION (SPED)

101 INTRODUCTION TO PHYSICAL EDUCATION. (1) An introduction and interpretation of the physical education field designed to provide an understanding of its scope. Historical background, principles, philosophy, current issues, professional leadership and publications. Prerequisite or corequisite for technique courses.

120 FUNDAMENTALS OF MOVEMENT AND BODY CONDITIONING. (1) Development and improvement of basic axial and locomotor movements as they pertain to physical education activities. Emphasis on agility, flexibility, strength and endurance through body conditioning. Fundamental knowledge of various fitness programs and terminology. (Pass-Fail)

121 GOLF AND BOWLING. (1) Technique course emphasizing skill development, playing strategy, knowledge of rules, scoring and tournament play. (Pass-Fail)

122 TENNIS AND BADMINTON. (1) Technique course emphasizing skill development, playing strategy, knowledge of rules, scoring and tournament play. (Pass-Fail)

125 COMBATIVES. (1) Technique course emphasizing skill development, strategy, knowledge of rules, scoring and tournament competition in wrestling, judo, karate and boxing. (Pass-Fail)

126 SOCCER AND TRACK AND FIELD. (1) Technique course emphasizing skill development, strategy, knowledge of rules, scoring and meet direction. (Pass-Fail)

127 HANDBALL AND RACQUETBALL. (1) Technique course emphasizing skill development, playing strategy, knowledge of rules, scoring and tournament play. (Pass-Fail)

130 MODERN DANCE. (1) Beginning technique and skill development in modern, interpretive and jazz dance. Additional emphasis in terminology, dance props, costuming, artists and dance in aesthetic culture. (Pass-Fail)

140 ADULT RECREATIONAL SPORTS. (1) An introduction to adult recreational sports techniques. Methods and materials for teaching activities of carry-over value adaptable to junior and senior high facilities. Includes such activities as boating, fishing, hunting, camping, backpacking, skiing and recreational games. (Pass-Fail)

150 BEGINNING GYMNASTICS AND TUMBLING. (1) Technique course emphasizing skill development, safety, scoring and an introduction to competitive routines. (Pass -Fail)

160 FLAG FOOTBALL, BASKETBALL, SOFTBALL. (1) Technique course emphasizing skill development, playing strategy, knowledge of rules and scoring in flag football, basketball and softball. (Pass-Fail)

163 FIELD HOCKEY AND VOLLEYBALL. (1) Technique course emphasizing skill development, playing strategy, knowledge of rules, and tournament play. (Pass-Fail)

180 SWIMMING. (1) Technique course emphasizing skill development, basic strokes, elementary diving, knowledge of water and pool safety. (Pass-Fail)

201 TEACHING OF PHYSICAL EDUCATION. (3) (Prereq or coreq: SPED 101 and sophomore standing) Orientation to teaching physical education in the public schools. Two hours class lecture per week emphasizing teaching styles, methods and curriculum with two contact hours per week in public school for observation and teacher aide experiences.

210 PHYSICAL ACTIVITIES FOR CHILDREN. (1) Games for low organization, lead-up games, relay games, tumbling and rhythms.

242 PRINCIPLES OF RECREATION. (3) The significance and meaning of leisure in modern society, theories of play, the recreational movement in the U.S. and programs of recreation in the school, community and industry.

265 OFFICIATING OF SPORTS. (3) Careful study of rules, officiating techniques and problems arising in officiating, with emphasis on major team sports. Students are encouraged to obtain official's rating.

280 SWIMMING AND WATER SAFETY. (1) (Prereq or coreq: SPED 101 and 180 or consent of instructor) A course for advanced swimmers including teaching of swimming and water safety, skill mastery, lifesaving, pool hygiene, management and safety.

315 PHYSICAL EDUCATION FOR THE ELEMENTARY SCHOOL TEACHER. (2) (Prereq: SEDF 333) Selection of suitable physical education activities based upon the growth and developmental needs of the elementary child. Integration of physical education with other school subjects. Skills and methods of teaching, inclusion of such activities as story plays, games, stunts, relays and rhythmical activities. Opportunities for teaching experience provided.

320 INDIVIDUAL AND DUAL SPORTS. (2) (Prereq or coreq: SPED 101, minimal skills competency and permission of instructor) Skills analysis, methods and techniques for organizing and teaching tennis, badminton, golf, bowling and other individual and dual sports.

330 FOLK, SQUARE AND SOCIAL DANCE. (2) (Prereq or coreq: SPED 101 and permission of instructor) Methods and technique course emphasizing basic steps, terminology, sequence of movement and methods of teaching folk, square and social dance. Opportunities for teaching experience.

350 GYMNASTICS AND TUMBLING. (2) (Prereq or coreq SPED 101, minimal skill competency and permission of instructor) Skills analysis, methods and techniques for organizing and teaching tumbling apparatus and free floor gymnastics. Safety, sporting techniques, skill progressions are stressed.

360 TEAM SPORTS. (2) (Prereq or coreq: SPED 101, minimal skill competency and permission of instructor) Skills analysis, methods and techniques for organizing and teaching soccer, field hockey, volleyball and other team sports.

370 PROTECTIVE PRACTICES IN PHYSICAL EDUCATION. (3) (Prereq or coreq: BIOL 232 and 242) Modern principles and practices in the conditioning and care of athletes. Safety in athletics, prevention of injuries and methods of massage and taping. Lectures and laboratory experiences.

390 FIELD EXPERIENCE. (1-3) (Prereq: sophomore standing minimum, only with permission of advisor and dean) School or community experiences related to aspects of physical education.

399 INDEPENDENT STUDY. (1-3 hours, to be designated at registration) Topics to be assigned and approved by advisor and department head.

For the courses listed below, the student must have junior standing, be admitted to the Professional Program for Teacher Education, and successful completion of SPED 101.

401 KINESIOLOGY. (3) (Prereq or coreq: BIOL 232 and 242) Analysis of the functions of the skeletal, joint and muscular systems, with emphasis on the mechanics of movement in human performance.

403 ORGANIZATION AND ADMINISTRATION OF INTRAMURAL AND EXTRAMURAL ACTIVITIES. (3) Planning and coordinating intramural and extramural sports programs commonly associated with physical education. Includes philosophy, understanding of finance, facilities, organization and awards.

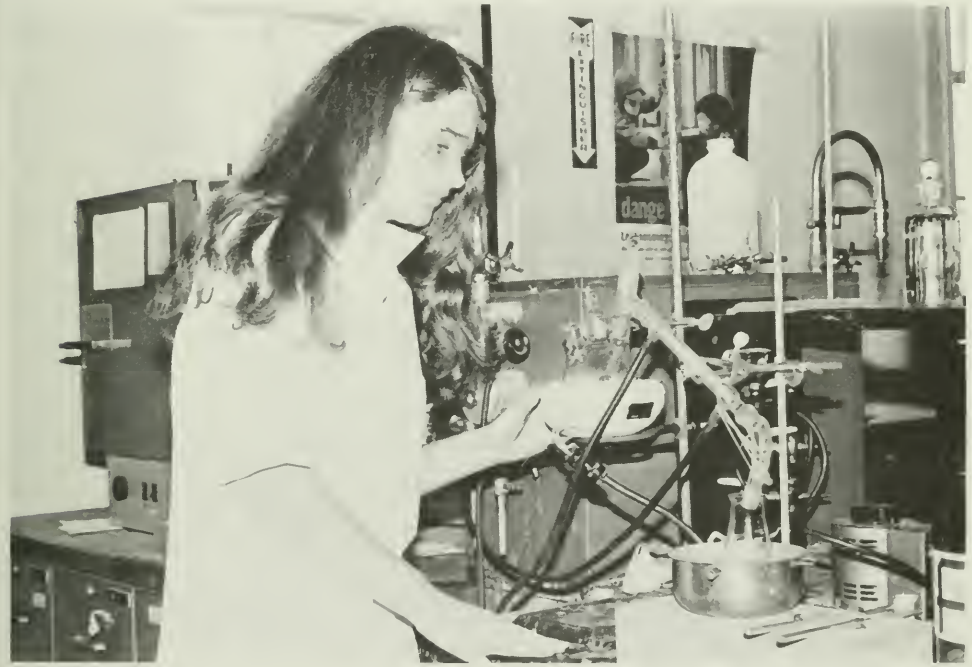
505 ELEMENTARY SCHOOL PHYSICAL EDUCATION. (3) An intensive investigation and study of the philosophic and scientific bases of elementary school physical education. Topics such as human growth and development, supervisory problems, facilities and teaching techniques are included.

545 MEASUREMENT AND EVALUATION OF PHYSICAL EDUCATION. (3) (Prereq: MATH 201 or PSYC 225, 15 credits in physical education theory courses and 6 semester hours of technique courses) The historical background of measurement in physical education; basic statistical techniques utilized in scoring and interpreting tests; evaluation of measures now available in the field; and the administration of a testing program.

553 ORGANIZATION AND ADMINISTRATION OF PHYSICAL EDUCATION. (3) (Prereq: 15 credits in physical education theory courses and 6 semester credits of technique courses) Organization and management of instructional, intramural, interscholastic and recreational programs, with emphasis on criteria for the selection and evaluation of activities.

562 ADAPTIVE PHYSICAL EDUCATION FOR THE EXCEPTIONAL CHILD. (3) (Prereq: BIOL 232 and 242) The techniques of appraisal of students with faulty body mechanics, orthopedic defects and other atypical physical conditions. Methods of handling within the regular physical education class the various handicaps commonly found in the school situation. Programs of developmental activity and guidance of students with disabilities which restrict them in regular class participation in physical education.

590 RESEARCH METHODS IN PHYSICAL EDUCATION. (3) (Prereq: 18 hours in professional physical education including SPED 101 and 545) A study in methods and tools of research in physical education, with reference to research publications in the field. Provisions for students to engage in original research.



HISTORY (HIST) and (SHST)

101, 102 INTRODUCTION TO EUROPEAN CIVILIZATION. (3 each) A two-semester sequence which surveys the rise and development of European civilization from its Mediterranean origins to the present day; the first semester concentrates on the achievements of classical and medieval Europe to 1648 while the second semester focuses upon modern times. 102 may be taken independently of 101 or before enrolling in 101.

105 INTRODUCTION TO EAST ASIAN CIVILIZATION. (3) The evolution of social, political, and cultural patterns in East Asia, with emphasis on the development of philosophical, religious and political institutions and their relationship to literary and artistic forms in China and Japan.

106 INTRODUCTION TO AFRICAN HISTORY. (3) An examination of traditional sub-Saharan African cultures and of their political and economic transformation in the modern colonial and post-independence periods.

108 INTRODUCTION TO CONTEMPORARY EUROPEAN CIVILIZATION. (3) An inquiry into the major political, intellectual, and economic factors that have shaped European civilization in the 19th and 20th centuries.

110 INTRODUCTION TO AMERICAN HISTORY. (3) An interpretation of the major characteristics of American society and the forces which have influenced its evolution from its American Indian origins to thirteen colonies to industrial based world power.

SHST 111 AN INTRODUCTION TO WESTERN CIVILIZATION. (3) A survey of the major developments and characteristics of Western civilization in Europe and the Americas, with major emphasis upon the period from the Renaissance to the present.

SHST 112 AN INTRODUCTION TO NON-WESTERN CIVILIZATIONS. (3) A survey of the major developments and characteristics of non-Western civilizations and cultures in Asia, Africa, and the Americas.

201, 202 HISTORY OF THE UNITED STATES FROM DISCOVERY TO THE PRESENT DAY. (3 each) A general survey of the United States from the era of discovery to the present, emphasizing major political, economic, social and intellectual developments.

SHST 301 THE NINETEENTH CENTURY: A CULTURAL AND INTELLECTUAL HISTORY. (3) A cultural history that emphasizes intellectual movements in the 19th century in the context of European social and economic changes.

311 THE HISTORY OF ENGLAND. (3) The history of the political, economic, social and cultural development of England and Anglo-Saxon times to the Glorious Revolution.

312 THE HISTORY OF ENGLAND. (3) The history of the political, economic, social and cultural development of England since the Glorious Revolution (1688).

321 CONTEMPORARY EUROPE. (3) A study of the First World War, problems arising out of the peace settlement and new experiments in government up to 1933.

322 CONTEMPORARY EUROPE. (3) Europe from 1933 to the present.

332 THE NEW NATION, 1789-1828. (3) An examination of the new republic and the developing democratic spirit of politics and culture.

333 THE SECTIONS AND THE NATION, 1828-1860. (3) A study of the three cultures of East, South, and West, their interactions and the events leading to the Civil War.

334 CIVIL WAR AND RECONSTRUCTION, 1860-1877. (3) The political, military, and social history of the War and the reorganization which followed.

335 THE RISE OF INDUSTRIAL AMERICA, 1877-1917. (3) A survey of recent United States history with emphasis on the economic, social and literary developments from 1877 to 1917.

336 THE UNITED STATES AND A WORLD AT WAR, 1917-1945. (3) A survey of the political, economic, social and cultural developments of the period.

337 UNITED STATES HISTORY SINCE 1945. (3) A survey of the political, economic, social and cultural developments in the period after World War II.

SHST 340 THE NEW SOUTH. (3) A study of reconstruction, the Bourbon era, agrarian revolt, industrial revolution, racial problems and the changes resulting from the impact of two World Wars and the New Deal (1865-1946).

357, 358 AFRICA SOUTH OF THE SAHARA. (3 each) A survey of the cultural, economic, social and political developments of the peoples of sub-Sahara Africa. First semester, to 1850; second semester, the imposition of colonial rule, and independence.

399 INDEPENDENT STUDY. (1-6)

401 HISTORICAL RESEARCH. (3) A study of the writing of famous historians of the past combined with practice in research methodology and the writing of a senior thesis.

SHST 492 CURRENT EVENTS. (1-3) Reading and research on selected historical subjects.

493, 494, 495 TOPICS IN HISTORY. (3 each) Reading and research on selected historical subjects.

539 GERMANY SINCE 1914. (3) A study of Germany from the First World War through the Weimar Republic and the Third Reich to the development of East and West Germany.

552 ENGLAND UNDER THE TUDORS. (3) A survey in depth of the political, cultural and intellectual life of the Tudor Age, with special emphasis on the English Renaissance and Reformation.

553 ENGLAND UNDER THE STUARTS. (3) A survey in depth of the political, constitutional, intellectual, and cultural aspects of the age. Special emphasis will be placed on the evolving constitutional struggles from James I to William III.

556 ENGLAND IN AN AGE OF REVOLUTION, 1688-1815. (3) The course will examine the settlement of 1688 and its aftermath, and then go to the Whig ascendency in both its political and cultural aspects. The impact of three revolutions–the Industrial, American, and French–will be studied in order to understand England's rise to supremacy as a world power by 1815.

557 NINETEENTH CENTURY BRITAIN. (3) The political, economic and social history of Great Britain and Ireland in the Victorian Age.

SHST 564 THE EXPANSION OF EUROPE TO 1800. (3) Topics in Europe's political, economic, and cultural expansion outside of Europe; the establishment of colonial and commercial empires.

SHST 565 THE EXPANSION OF EUROPE SINCE 1800. (3) The era of free trade; the new "imperialism"; twentieth-century colonialism; the rise of nationalism; independence.

636 AMERICAN THOUGHT AND SOCIAL POLICY SINCE 1865. (3) An investigation and consideration of the main aspects of American thought–political, economic, social, religious, aesthetic, and scientific–with reference to the national institutions of the post-1865 period.

INTERNATIONAL STUDIES

See Government and International Studies

JOURNALISM (JOUR) and (SJOU)

SJOU 301 COMMUNICATION THEORY AND RESEARCH. (3) An introduction to the theories of communication and the nature of scientific investigation, and how both figure in the process called mass communication. Two lecture and two laboratory hours per week.

302 HISTORY AND PHILOSOPHY OF MASS MEDIA. (3) Development of the mass media in the United States from colonial times to the present. Special emphasis is placed on the social, cultural, political and economic aspects of American history, and on their effect on the growth of the mass media.

303 LAW AND ETHICS OF THE MASS MEDIA. (3) South Carolina and national law as it relates to mass communications, and ethics relating to the journalistic profession.

310 MASS MEDIA AND SOCIETY. (3) A broad overview of the function and influence of newspapers, magazines, broadcasting, advertising and public relations.

SJOU 325 RADIO PROGRAMMING AND PRODUCTION. (3) (Prereq: SJOU 301) A study of the techniques and procedures in the creation, production, and direction of radio programs.

326 TELEVISION PROGRAMMING AND PRODUCTION. (3) (Prereq: SJOU 301) A study of the techniques and procedures in the creation, production, and direction of television programs.

SJOU 328 PUBLIC RELATIONS AND PERSUASION. (3) An analysis of how business, government, consumer groups, minorities and environmentalists and others work to influence public attitudes toward their activities and to win understanding and support in the public opinion forum.

SJOU 333 COPY EDITING. (3) (Prereq: SJOU 301) The special skills and techniques required in preparing stories for publication. Laboratory work includes editing of various kinds of copy and the writing of headlines. Lecture and laboratory.

SJOU 335 REPORTING. (3)(Prereq: SJOU 301) Skills and techniques necessary for covering specific news assignments with close attention to writing under deadline pressure. Includes interview practice, lecture, and laboratory.

MATHEMATICS AND COMPUTER SCIENCE

COMPUTER SCIENCE (CSCI) and (SCSC)

SCSC 101 INTRODUCTION TO COMPUTER SCIENCE. (3) History of computing and technology, computers in modern society, survey of computer applications. Basic computer components and peripherals. Introduction to problem solving, algorithms, programming and computer languages. Programming in appropriate language. Assumes one year of high school algebra or equivalent.

SCSC 140 INTRODUCTION TO ALGORITHMIC DESIGN I. (3) (Prereq: three years of college preparatory mathematics or equivalent) Problem solving and algorithmic design in a procedural language. Rigorous techniques in the design, coding, testing, and documentation of computer programs will be emphasized. Two lectures and two laboratory hours per week.

SCSC 210 ASSEMBLY LANGUAGE PROGRAMMING. (3) (Prereq: CSCI 240 and MATH 141) Computer organization: memory, CPU, I/O and control units. Addressing techniques. System 370 assembly language programming: arithmetic and logical instructions, subroutines, linkages and macros. Errors, their causes and interrupts.

SCSC 240 INTRODUCTION TO ALGORITHMIC DESIGN II. (3) (Prereq: CSCI 140 and MATH 121 or MATH 141) A continuation of CSCI 140. Rigorous development of computer algorithms will be emphasized. Elementary data structures, algorithm analysis, programming techniques such as string and recursion will be introduced.

SCSC 310 INTRODUCTION TO COMPUTER ARCHITECTURE. (3) (Prereq: CSCI 240) Computer system organization; conventional machine architecture; microprogrammed architecture and organization; multilevel machines.

SCSC 320 INFORMATION STRUCTURES. (3) (Prereq: CSCI 240) Arrays: Dense and linked lists: stacks, queues, trees, graphs and their applications. Sorting, searching, and hashing methods.

SCSC 331 BUSINESS APPLICATIONS PROGRAMMING. (3) (Prereq: CSCI 140 or BADM 190) (=BADM 290) Introduction to COBOL programming with emphasis on commercial applications.

SCSC 332 ADVANCED COBOL PROGRAMMING. (3) (Prereq: CSCI 331) Advanced programming in the COBOL language.

SCSC 333 FORTRAN PROGRAMMING. (3) (Prereq: CSCI 140 or BADM 190) Basic and advanced programming in the FORTRAN language.

399 INDEPENDENT STUDY (1-9)

SCSC 420 FILE MANAGEMENT. (3) (Prereq: CSCI 320) Concepts of I/O management: fields, keys, records, and buffering. File organization: sequential, indexed sequential, and direct access. File sorting, searching, and merging. File structures in data base systems: inverted, multi-ring, and hybrid files. Time and storage space requirements. Data security and integrity.

SCSC 441 APPLIED COMMERCIAL PROGRAMMING. (3) (Prereq: 6 hours in programming courses and consent of instructor) Relation of the individual programmer to programming teams, user groups, and management. Internship in a data processing operation is the core of the course.

508 COMPUTER METHODS FOR HUMANISTIC PROBLEMS. (3) (=ENGL 526) (Prereq: consent of instructor) Introduction to data processing concepts suitable for research interests in non-numerical areas such as the humanities. Logic, flow-charting, list-processing, programming languages. Analysis of appropriate computer-assisted research projects. (Not for computer science majors and not recommended for students in mathematics and the sciences.)

508L LABORATORY FOR COMPUTER METHODS FOR HUMANISTIC PROGRAMS. (3) (=ENGL 526P) (Coreq: CSCI 508) Broad but intensive introduction to computer systems and programming for students in the humanities. No mathematical or scientific background is presumed. Laboratory experience with data processing equipment. Introduction to elementary digital computer programming in an appropriate language. (Not for computer science majors, and not recommended for students in mathematics and the sciences).

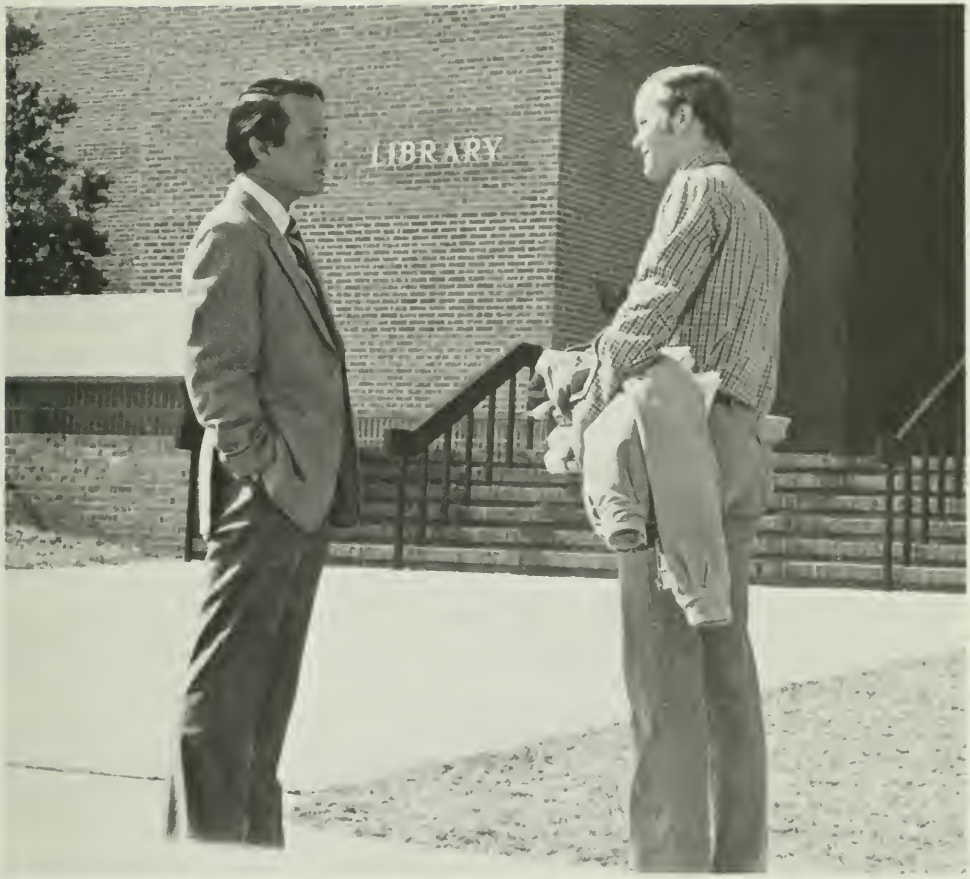
SCSC 509 TOPICS IN COMPUTER SCIENCE. (1-3) (Prereq: Consent of instructor) Selected topics of special interest in computer science. May be repeated for credit.

SCSC 511 OPERATING SYSTEMS. (3) (Prereq: CSCI 310 and CSCI 320) Basic concepts and terminology of operating systems, concepts of I/O and interrupt programming, machine structure, memory management, processor management, and devise management.

SCSC 512 COMPUTER COMMUNICATIONS SUBSYSTEMS. (3) (Prereq: CSCI 310) Descriptions of typical network and distributed concepts are discussed. Concentration is on the systems as viewed from the communication mechanisms. Focus is on distributed systems, networks, local networks, back-end storage networks, etc. The systems are viewed as a set of hierarchical cooperating protocol levels. Models for message switches, circuit switches, and bus structures are developed.

SCSC 530 PROGRAMMING LANGUAGE STRUCTURES. (3) (Prereq: CSCI 210 and CSCI 320) An introduction to the structure of programming languages: formal specification of syntax and semantics; structure of algorithms. List processing and string manipulation languages. Basic data types and interfacing procedures.

SCSC 540 ADVANCED PROGRAM DESIGN. (3) (Prereq: CSCI 240) Review of structured and top-down design; modular programming; and data types. Introduction to time-space trade-offs; I/O and files; flow of control; preprocessors; error handling and interrupts; documentation.



SCSC 550 DISCRETE MATHEMATICS FOR COMPUTER SCIENCE. (3) (Prereq: MATH 141 and CSCI 240) (=MATH 500) Introduction to mathematical tools for use in computer science: mathematical models; reasoning; sets; binary relations; functions; counting; analysis of algorithms; infinite sets; algebras.

SCSC 560 NUMERICAL ANALYSIS I. (3) (Prereq: MATH 242, MATH 544, and programming competency). (=MATH 560). Difference calculus. Direct and interactive techniques for matrix inversion. Eigenvalue problems. Numerical solutions of initial value problems in ordinary differential equations. Stability. Error analysis. Laboratory applications.

MATHEMATICS (MATH) and (SMTH)

100 INTRODUCTION TO ELEMENTARY MATHEMATICS. (3) Topics include review of arithmetic, algebra, and geometry. (Cannot be used for satisfying any mathematics requirements.)

101 BASIC CONCEPTS OF MATHEMATICS I. (3) A course designed primarily for liberal arts students not intending to take advanced courses in mathematics. Mathematics is approached from a cultural-historical point of view. The spirit and methods of mathematics are stressed, rather than manipulative processes. Appropriate topics from number theory, algebra, geometry, topology, and analysis are included. Emphasis is on mathematical ideas and their significance, rather than on computation.

102 BASIC CONCEPTS OF MATHEMATICS II. (3) (Prereq: MATH 101) A continuation of MATH 101.

SMTH 119 ELEMENTARY COLLEGE ALGEBRA. (3) Study of signed numbers, basic number theory, polynomials and rational functions (factoring), equations and word problems (including mixture problems), exponents (roots and radicals) and graphing. (Cannot be used as degree credit in any science or in lieu of any degree requirement in Business Administration.)

121 MATHEMATICAL ANALYSIS I. (3) (Prereq: high school Algebra I and II) Basic ideas of elementary algebra. Subsets of the cartesian plane; polynomial, exponential, logarithmic and other functions. Limits, tangent to a curve and related topics preliminary to the study of calculus in MATH 122.

122 MATHEMATICAL ANALYSIS II. (3) (Prereq: MATH 121, eligibility for exemption of MATH 121, or MATH 125) Derivatives and integrals of elementary algebraic, exponential and logarithmic functions. Maxima, minima, rate of change, motion, work area under a curve and volume. Problems and examples are drawn from a variety of areas, including the social sciences, economics, psychology, biology, geography and geology.

125 PRECALCULUS MATHEMATICS. (4) (Prereq: three years of college preparatory mathematics) Topics in algebra and trigonometry specifically needed for MATH 141, 142, 241. Subsets of the real number line. Relations and functions are emphasized; polynomial, rational, absolute value, inverse, exponential and logarithmic relations and functions; circles, inequalities. Analytic trigonometry. Three lectures and two problem sessions per week.

141 CALCULUS I. (4) (Prereq: Four years college preparatory mathematics including trigonometry or equivalent) Brief review of real numbers, sets, inequalities, absolute value; elementary analytic geometry, functions, limits, continuity, the derivative, the definite integral, techniques of differentiation and integration with application. Maxima and minima of function. Applications in the physical sciences and engineering. Three lectures and two problem sessions per week.

142 CALCULUS II. (4) (Prereq: MATH 141) Logarithmic and exponential functions, trigonometric and inverse trigonometric functions, advanced techniques of integration, indeterminate forms, improper integrals, infinite sequences and series. Three lectures and two problem sessions per week.

SMTH 201 ELEMENTARY STATISTICS. (3) (Prereq: high school Algebra I and II or equivalent) An introductory course in the fundamentals of modern statistical methods, descriptive statistics, probability and sampling, and correlation theory. Primarily for students in fields other than mathematics who need a working knowledge of statistics.

241 MULTIVARIABLE CALCULUS. (4) (Prereq: MATH 142) Vector algebra; geometry or three dimensional space, curves in space; polar, cylindrical and spherical coordinate systems; partial differentiation, multiple integration; vector calculus, to include vector fields, line integrals, divergence, curl, surface integrals, the divergence theorem. Three lectures and two problem sessions per week.

242 ELEMENTARY DIFFERENTIAL EQUATIONS. (3) (Prereq: MATH 142) Ordinary differential equations of first order, higher order linear equations, Laplace transform methods, series methods; numerical solution of differential equations. Applications to the physical sciences and engineering. Introduction to FORTRAN or BASIC programming is desirable.

SMTH 315 STATISTICAL METHODS I. (3) (Prereq: MATH 201 or ECON 291 or SOCY 230 or PSYC 225 or consent of instructor) The concepts and methods of statistics with emphasis on applications for those who desire a working knowledge of statistics. A review of probability, sampling, and descriptive statistics is followed by a study of estimation of population parameters, testing statistical hypotheses, regression and correlation, and non-parametric statistical tests.

360 NUMERICAL CALCULUS. (3) (=CSCI 360) (Prereq or coreq: MATH 241 and a working knowledge of PL/I programming) Introduction to numerical methods; interpolation; quadrature; solution of linear and nonlinear systems of equations; error analysis.

399 INDEPENDENT STUDY (1-9)

501 BASIC CONCEPTS OF ELEMENTARY MATHEMATICS. (3) (Prereq: MATH 121 or consent of instructor) The meaning of number, fundamental operations of arithmetic, the structure of the real number system and its subsystems, elementary number theory. Open only to students in early childhood and elementary education.

502 BASIC CONCEPTS OF ELEMENTARY MATHEMATICS. (3) (Prereq: MATH 501) Informal geometry and basic concepts of algebra. For students in early childhood and elementary education only.

SMTH 516 STATISTICAL METHODS II. (3) (Prereq: SMTH 315 or consent of instructor) Topics include experimental designs, analysis of variance, analysis of covariance, multiple linear regression, and curvilinear regression.

531 FOUNDATIONS OF GEOMETRY. (3) (Prereq: MATH 241 or consent of instructor) The study of geometry as a logical system based upon postulates and undefined terms. The fundamental concepts and relations of Euclidean geometry developed vigorously on the basis of a set of postulates. Some topics from non-Euclidean geometry.

543 ALGEBRAIC STRUCTURES I. (3) (Prereq: MATH 241 or consent of instructor) Sets, mappings, equivalence relations, elementary properties of semigroups, groups, rings, fields.

544 APPLIED LINEAR ALGEBRA. (3) (Prereq: MATH 241 or consent of instructor) This course will emphasize direct and indirect methods of computation for solving systems of linear equations, for evaluating determinants, for determining eigenvalues and eigenvectors, and for inverting matrices.

SMTH 550 DISCRETE MATHEMATICS FOR COMPUTER SCIENCE. (3) (Prereq: MATH 141 and CSCI 240) (=CSCI 550) Introduction to mathematical tools for use in computer science: mathematical models; reasoning; sets; binary relations; functions; counting; analysis of algorithms; infinite sets; algebras.

554 INTRODUCTION TO ANALYSIS I. (3) (Prereq: MATH 241) Theory of functions of one variable; limits, continuity; differentiation; integration; Taylor series, power series; sequence and series of functions.

SMTH 560 NUMERICAL ANALYSIS I. (3) (Prereq: MATH 242, MATH 544, and programming competency). (=CSCI 560) Difference calculus. Direct and iterative techniques for matrix inversion. Eigenvalue problems. Numerical solutions of initial value problems in ordinary differential equations. Stability. Error analysis. Laboratory applications.

SMTH 599 SEMINAR IN MATHEMATICS. (3) (Prereq: consent of instructor) Recent developments in pure and applied mathematics selected to meet current faculty and student interest.

MILITARY SCIENCE (SMIL)

(in cooperation with Wofford College)

There is no major in Military Science. Military Science is divided into a Basic and an Advanced Program. Satisfactory completion of six semester hours in the Basic Program, 90 contact hours (see description of ROTC activities on page 14), substitute military experience, or three years of JROTC, qualifies the student for the Advanced Program. Successful completion of the Advanced Program, together with a college degree, qualifies the graduate for either a Reserve or Regular commission as a second lieutenant in the United States Army. Advanced Program students are required to participate in the weekly Military Science Lab. Students in the Basic Program are encouraged to participate in the Wofford Military Science Department's adventure training.

101 ORGANIZATIONAL LEADERSHIP. (1) Emphasizes a functional approach to the study of leadership. Primary concentration will be placed on military leadership, defined as the process of influencing human behavior in order to accomplish the mission of the organization.

102 BASIC MAP READING. (1) Provides the student with a working knowledge and understanding of the basic fundamentals of military map reading.

103 INTRODUCTION TO SMALL ARMS. (1) Introduction to basic rifle marksmanship and selected weapons currently used by the U.S. Army. The student will be taught the fundamentals of marksmanship, assembly and disassembly of military weapons, and the procedures used to operate a military or civilian rifle range.

201 MILITARY HISTORY. (2) Study of selected major battles to illustrate aspects of tactics, logistics, weaponry, and operational and strategic patterns. Relations to the past and present will be emphasized with additional emphasis on command decisions of tactics and leadership techniques.

202 THE THREAT AND THE MODERN BATTLEFIELD. (2) A study of the modern battlefield to include: personnel; equipment; weapons; and tactical deployment of Warsaw Pact nations. In addition, a study of the sophistication and lethality of modern weapons will be conducted. The course will culminate with instruction on current U.S. Army tactical doctrine which will allow for the accomplishment of its primary mission–"Winning the Land Battle" against a numerically superior enemy force.

203 SMALL UNIT TACTICS. (2) An introduction to small unit tactics and techniques. Subjects to be covered will be the squad; its organization; the duties of its members; and the fundamentals of rifle squad combat operations. The course will also include an introduction to unconventional warfare and related topics.

301 MILITARY SCIENCE. (3) A study of squad and platoon level tactics, the Soviet military threat, combat intelligence, and 81mm mortar gunnery. Weekend field exercises. Mandatory Military Science labs.

302 MILITARY SCIENCE. (3) Presentation of problems in small unit leadership, methods of instruction, branches of the Army, and military wire and radio communications. Weekend field exercises. Mandatory Military Science labs.

401 MILITARY SCIENCE. (3) A study of the U.S. Army training management system, military law and company administration. A staff planning exercise will be conducted, in conjunction with the fall FTX, to reinforce previous learning objectives. Weekend field training exercises. Mandatory Military Science labs.

402 MILITARY SCIENCE. (3) A review of the U.S. Army's logistics/management systems, the division, organizational effectiveness, Geneva/Hague Conventions and the Code of Conduct. This course will also provide the student with a basic knowledge required to make a smooth transition into military life. Weekend field exercises. Mandatory Military Science labs.

MUSIC (SMUS)

130 CONTEMPORARY MUSIC WORKSHOP. (1) A course designed to give instrumentalists, vocalists, composers and arrangers an opportunity to expand their talents through performance activities. The workshop allows students to receive credit for performance experience.

155, 156 GROUP PIANO. (2 each)

301 SELECTED TOPICS IN MUSIC. (3) Reading and research on selected topics in music.

MUSIC EDUCATION (MUED)

165, 166 CLASS VOICE (BASIC) (2 each) Elementary course in singing in which both group and individual techniques are employed. Emphasis on the study of voice production and principles of singing. Two meetings and two laboratory periods each week.

454 MUSIC FOR YOUNG CHILDREN. (3) Emphasis on such topics as the place of music in the education of young children; free and dramatic interpretation of music; listening and rhythmic activity; and rhythm instruments. Designed for elementary school teachers. Three meetings and one laboratory period each week.

MUSIC HISTORY AND LITERATURE (MUSC)

110 INTRODUCTION TO MUSIC. (3) A course open to all students who are interested in gaining a comprehensive appreciation of music through intelligent listening. Representative masterpieces of the various periods of musical composition are studied. Emphasis on correlation of music to other arts. Suitable books and musical materials are recommended for elementary and high school teachers. No previous study of music is required. Three meetings a week and one laboratory period.

MUSICAL ORGANIZATIONS (MUSC)

129 UNIVERSITY CHORUS. (No credit or 1) Large or mixed choir. Open to all enrolled students and members of the faculty and staff. No audition. No previous experience necessary.

NURSING

ASSOCIATE DEGREE IN NURSING (SANU)

131 FUNDAMENTALS OF NURSING. (6) A foundation course for students in nursing. Fundamental concepts and technical nursing skills are developed. Various community health agencies are used for clinical experience. Three class hours and nine laboratory hours per week.

133 NURSING IN HEALTH MAINTENANCE AND FAMILY DEVELOPMENT. (8) (Prereq: SANU 131) Nursing in Health Maintenance and Family Development is a study of the components of physical and mental health as they relate to the family unit. The major focus is on the normal aspects of maternal and newborn health, with consideration given to complications. An additional focus is on the impact of surgical intervention on the family. Clinical nursing experiences and observation are provided through hospitals, physicians' offices, clinics, and other community agencies. Four class hours and twelve laboratory hours per week.

134 INTRODUCTION TO NURSING IN PHYSICAL AND MENTAL ILLNESS. (3) (Prereq: SANU 131 and 133) Introductory course in the study of nursing care of patients with physical and mental health problems which occur at various age levels. It builds upon nursing knowledge and techniques given in the first year of the curriculum. The major focus of the course is the nature of illness as it relates to the patient's response to disease conditions and presents a nursing problem. Clinical learning experiences in nursing care of patients are provided through various health agencies. Five class hours and twelve laboratory hours per week.

231 NURSING IN PHYSICAL AND MENTAL ILLNESS I. (9) (Prereq: SANU 131, 133, 134) A study of major physical and mental health problems, acute and long-term, occurring among children and adults. Current methods of treatment are investigated as these affect and raise implications for nursing practice. Clinical nursing experiences in the care of patients with acute and long-term health problems and nursing needs are provided through hospitals, clinics, and other community agencies. Five class hours and twelve laboratory hours per week.

232 NURSING IN PHYSICAL AND MENTAL ILLNESS II. (9) (Prereq: SANU 131, 133, 134) A continuation of the study of major physical and mental health problems, acute and long-term, occurring among children and adults. Current methods of treatment are investigated as these affect and raise implications for nursing practice. Clinical nursing experiences in the care of patients with acute and long-term health problems and nursing needs are provided through hospitals, clinics, and other community agencies. Five class hours and twelve laboratory hours per week.

234 NURSING SEMINAR. (3) (Prereq: satisfactory sophomore standing) Exploration of the opportunities and needs for registered nurse practice. The patterns of organized nursing services, the legal-professional nursing problems, and the nurse's responsibilities to nursing and society. Three class hours per week.

REQUIRED NURSING COURSES (SNUR)

321 CONCEPTS OF PROFESSIONAL NURSING. (5) (Prereq or coreq: SNUR 390, SOCY 305, SCHE 310) An introductory course which provides the frame of reference upon which this program is based. An integrated approach to beginning primary nursing care focusing on the total health of the client. Particular emphasis is placed on the application of the nursing process with clients having minor pathological health problems in primary care settings and well clients including families. Course content includes the nursing process role of the professional nurse, adaptation in man, and beginning nursing appraisal skills with individuals and families. Three class hours and six laboratory hours.

331 STRATEGIES FOR NURSING ACTION I. (5) (Prereq: or coreq: SNUR 321, SBIO 370) This is the first of a two-course sequence. It is an integrated approach to nursing care at the primary and advanced secondary levels and deals with the use of decision making in the application of the nursing process. The focus is on health maintenance including health teaching and effective use of individual, family and community resources. Secondary care settings and other selected health care settings provide the opportunities for experiences with clients having chronic health problems. Three class hours and six laboratory hours per week.

361 DYNAMICS OF FAMILY AND COMMUNITY HEALTH NURSING I. (4) (Prereq: SNUR 321; Prereq or coreq: SBIO 370) This is the study of the components of community health nursing in the family. The focus is on the use of the nursing process with well families and families having chronic health problems. Course content includes knowledge of community agency structure, community resources, the scientific tools of the community health nurse, and the interrelationships within the family. Clinical experiences are provided in various community health settings. The student will also continue to follow the well family selected in SNUR 321. Two class hours and six laboratory hours.

390 SEMINAR IN SELF PERCEPTION. (3) (Prereq: junior standing; PSYC 101, SPSY 302, or permission of the instructor) This course presents theory related to self perception and provides opportunity for personal growth experiences. The didactic sessions present historical and contemporary self perception theories related to awareness of self through bodily states, behavior and interaction with others. The seminar portion allows for personal growth through small group experiential learning. Two class hours and two seminar hours per week.

431 STRATEGIES FOR NURSING ACTION II. (4) (Prereq: SNUR 331) This is the second of a two course sequence. It is an integrated approach to nursing care at the advanced secondary and beginning tertiary levels and expands the use of decision making in the application of the nursing process with emphasis on restoration of clients having life-threatening health problems. Experiences will be provided in critical care settings. Two class hours and six laboratory hours.

461 DYNAMICS OF FAMILY AND COMMUNITY HEALTH NURSING II. (4) (Prereq: SNUR: 361) This is the continued study of nursing and community health, focusing on the use of the nursing process with health problems specific to a given community. Consideration is given to families at different levels of wellness-illness and to utilization of health services in the urban/rural community. Clinical laboratory is expanded to include experiences in urban and rural settings. The student will continue to use the nursing process with the well family followed in SNUR 361. Two class hours and six laboratory hours per week.

490 NURSING PRACTICE: SEARCH AND RESEARCH. (2) (Prereq: SNUR 431, 461; Coreq: Nursing Elective Prereq. or coreq: MATH 201) In this course, the student will study the effects of surveys and research in nursing of clients in the realm of health, become familiar with selected methods of research, and develop an ability to apply the critical thinking process in nursing research. One class hour and two seminar hours per week.

ELECTIVE NURSING COURSES (SNUR)

495 HEALTH CARE FOR THE HOSPITALIZED PERSON. (3) (Prereq: BADM 371, SNUR 431, SNUR 461; Coreq: SNUR 490; Prereq or coreq: Elective) This course is designed to allow development of a student's special interest in nursing practice with hospitalized clients. It allows for application of the nursing process for innovative client care and includes aspects of primary, secondary, and tertiary care in the hospital setting. Students will explore the role of the nurse in the hospital setting, apply research to nursing practice, observe the effects of the bureaucracy on client care in the hospital, and use principles of leadership and management in nursing practice. One class hour and six laboratory hours per week.

496 HEALTH CARE FOR THE INDUSTRIAL WORKER. (3) (Prereq: BADM 371, SNUR 431, SNUR 461; Coreq: SNUR 490; Prereq or coreq: Elective) This course is designed to allow development of a student's special interest in nursing practice in occupational health. It allows for application of the nursing process with clients in industrial settings. Course content includes in a community-wide health team, research applicable to occupational health nursing, use of principles of leadership and management in occupational health nursing. One class hour and six laboratory hours per week.

497 HEALTH CARE FOR THE OLDER PERSON. (3) (Prereq: BADM 371, SNUR 431, SNUR 461; Coreq: SNUR 490; Prereq or coreq: Elective) This course is designed to allow development of a student's special interest in nursing practice in school health. The student will have opportunity for application of the nursing process with clients in a school population. The course allows for examination and exploration of the role of the nurse in a community-wide health team, health problems particular to the school populations, application of research, and principles of management and leadership in nursing practice in school settings. One class hour and six laboratory hours per week.

498 HEALTH CARE FOR THE SCHOOL POPULATION. (3) (Prereq: BADM 371, SNUR 431, SNUR 461; Coreq: SNUR 490; Prereq or coreq: Elective) This course is designed to allow development of a student's special interest in nursing practice in school health. The student will have opportunity for application of the nursing process with clients in a school population. The course allows for examination and exploration of the role of the nurse in a community-wide health team, health problems particular to the school populations, application of research, and principles of management and leadership in nursing practice in school settings. One class hour and six laboratory hours per week.

PHILOSOPHY (PHIL)

102 INTRODUCTION TO PHILOSOPHY. (3) An introduction to the main problems of philosophy and its methods of inquiry, analysis and criticism. Works of important philosophers will be read.

110 INTRODUCTION TO LOGIC I. (3) The nature of arguments; fallacies, criteria and techniques of valid deductive inference; applications.

111 INTRODUCTION TO LOGIC II. (3) A continuation of Philosophy 110. Inductive and decision making arguments, and criteria of acceptability for them.

201 HISTORY OF ANCIENT PHILOSOPHY. (3) An introduction to the development of philosophy in the ancient world through study of the works of representative philosophers. PHIL 202 may be taken prior to this course.

202 HISTORY OF MODERN PHILOSOPHY. (3) An introduction to the development of philosophic thought since the Renaissance through the study of the works of important philosophers. The chief emphasis is on the 17th and 18th centuries. This course may be taken prior to PHIL 201.

211 CONTEMPORARY MORAL ISSUES. (3) Moral issues confronting men and women in contemporary society. Topics will vary but may include discussion of problems related to abortion, drugs, euthanasia, war, social engineering, and punishment of criminals.

309 PHILOSOPHY OF THE MIND. (3) A study of traditional problems pertaining to understanding the concept of mind, e.g., the mind-body relation, personal identity, and theories of consciousness.

SPHL 310 ETHICS FOR THE PROFESSIONS. (3) A critical examination of selected moral issues and problems of current concern within the professions. Specific topics for study vary, but they are of special interest for the fields of medicine and health care, law and criminal justice, business, education and journalism.

311 ETHICS. (3) A study of the moral principles of conduct and the basic concepts underlying these principles, such as good, evil, right, wrong, justice, value, duty, and obligation. The ethical works of influential philosophers are analyzed in terms of these concepts.

PHYSICAL EDUCATION

See Health and Physical Education

PHYSICS (PHYS) and (SPHS)

101 INTRODUCTION TO PHYSICAL SCIENCE I. (3) An introduction to the concepts, ideas, and methods of physical science. Particular emphasis is given to the principles of classical physics and chemistry. Three hours lecture per week.

101L PHYSICAL SCIENCE LABORATORY I. (1) (Prereq or coreq: PHYS 101) Experiments, exercises and demonstrations to accompany PHYS 101.

SPHS 102 INTRODUCTION TO PHYSICAL SCIENCE II. (3) A continuation of PHYS 101, with emphasis on ideas, trends and applications of modern science. Three hours lecture per week.

201 GENERAL PHYSICS I. (4) (Prereq: MATH 125 or consent of instructor) The first part of an introductory course sequence covering mechanics, electromagnetism, wave motion, sound, heat, optics, relativity, quantum physics, atomic physics, and nuclear physics. No previous background in physics is assumed. Three hours lecture, one hour recitation, and one two-hour laboratory per week.

202 GENERAL PHYSICS II. (4) (Prereq: PHYS 201 or consent of instructor) A continuation of PHYS 201. Three hour lecture, one hour recitation, and one two-hour laboratory per week.

211 ESSENTIALS OF PHYSICS I. (4) (Prereq: completion of MATH 141) Mechanics, heat, wave motion and optics, electromagnetism, and modern physics. First portion of a two-semester calculus-level course primarily for students of science and engineering. Three hours lecture, one hour recitation, and one two-hour laboratory per week.

212 ESSENTIALS OF PHYSICS II. (4) A continuation of PHYS 211. Three hours lecture, one hour recitation, and one two-hour laboratory per week.

POLITICAL SCIENCE

See Government and International Studies

PSYCHOLOGY (PSYC) and (SPSY)

Psychology 101 is a prerequisite for all courses unless otherwise specified.

Courses at the 300 level are survey courses of basic content areas of psychology. As the purpose of these courses is to introduce students to a broad array of information, a lecture format will generally be employed. In addition to textbook assignments, students will typically be introduced to scientific journals. Assessment will usually include objective and essay exams, as well as brief papers.

There are two types of courses at the 400 level. SPSY 402, Experimental Topics in Psychology, will focus on experimental methodology applied to a previously encountered content area. The topic covered will change each semester and will be listed in the course schedule. Prerequisites are SPSY 224, PSYC 225 (or a statistics course), and the 300 level course corresponding to the topic covered; or consent of the instructor. The remaining courses at the 400 level will focus on more specialized content areas than those presented at the 300 level. See course descriptions for specific prerequisites.

Courses at the 500 level will focus on integration and critical analysis of theories and pertinent research data. The general prerequisites for all 400 level courses are SPSY 224 and PSYC 225 (or a statistics course); or consent of instructor. Students will be expected to actively participate in classroom discussions. Assessment will rely heavily on essay exams and/or comprehensive research papers.

101 ELEMENTARY PSYCHOLOGY. (3) A survey of major topics in psychology (learning, perception, motivation, intelligence, etc.), and an introduction to methods used in psychological investigation. Unless otherwise specified, this course is a prerequisite to all other psychology courses.

SPSY 224 INTRODUCTION TO EXPERIMENTAL PSYCHOLOGY. (4) (Prereq: PSYC 101) An introduction to research methods for the study of behavior. Lectures, class discussion and laboratory exercises drawn from diverse areas of psychology are used to provide practical knowledge and skill in data analysis, experimental design and writing technical reports.

225 PSYCHOLOGY STATISTICS. (3) (=SOCY 222) (Prereq: PSYC 101, SPSY 224 or consent of instructor) An introduction to the statistical methods essential for psychological research. Two lectures and one two-hour laboratory period per week.

SPSY 302 DEVELOPMENTAL PSYCHOLOGY. (3) (Prereq: PSYC 101 or SEDF 335) An introduction to Life Span Developmental Psychology providing an overview of cognitive, social, emotional and physical development from conception to senescence.

SPSY 303 PSYCHOLOGY OF LEARNING AND MEMORY. (3) (Prereq: PSYC 101 or consent of instructor) An introduction to basic principles and theories of learning and memory. Topics such as habituation, classical and instrumental conditioning, verbal learning, social learning theory, behavior modification and modeling will be discussed.

305 SENSORY PROCESSES. (3) (Prereq: PSYC 101) The physical (nonsocial) dimensions of environments and their effects on behavior.

SPSY 307 SOCIAL PSYCHOLOGY. (3) (Prereq: PSYC 101) The principles governing human interaction including factors such as group dynamics, leadership, prejudice, and propaganda.

SPSY 308 PHYSIOLOGICAL PSYCHOLOGY. (3) (Prereq: PSYC 101) This course will look at basic neural and endocrine processes and their correlation with behavior.

SPSY 309 PSYCHOLOGY OF PERSONALITY. (3) (Prereq: 9 credits in Psychology or permission of instructor) A study of the major theories of personality and the factors involved in the development of personality.

SPSY 310 ABNORMAL PSYCHOLOGY. (3) (Prereq: PSYC 101) The nature of mental and emotional disorders with their determinants.

SPSY 311 INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY. (3) (Prereq: PSYC 101 or consent of instructor) A survey of the theoretical and empirical foundations of human behavior in industries and organizations. Special consideration is given to applied problems as they relate to improving relationships between individuals and organizations.

SPSY 330 APPLIED PSYCHOLOGY. (3) (Prereq: PSYC 101 or consent of instructor) An introduction to the practical applications of psychology. Special consideration is given to how psychological concepts are applied in such areas as mental health, industry, schools, law enforcement and advertising.

SPSY 350 PSYCHOLOGY OF ADJUSTMENT. (3) (Prereq: PSYC 101) A study of the process by which people adjust to the demands made upon them as a result of living with others. Basic processes of motivation and learning are examined, especially as these relate to the acquisition of the mechanisms of adjustment.

399 INDEPENDENT STUDY (3-6) The student, in conjunction with a psychology faculty member plans an individualized study program.

SPSY 402 EXPERIMENTAL TOPICS IN PSYCHOLOGY (4-8) (Prereq: PSYC 101, SPSY 224, PSYC 225 [or a statistics course] and corresponding 300 level course; or consent of the instructor) Experimental topics courses will focus on formation of testable hypotheses, research strategies, data collection and analysis, critical evaluation and scientific documentation as applied to a particular content area in psychology (e.g. developmental; learning and memory; social; physiological, personality; industrial and organizational). Laboratory experiences will be an integral part of this course.

SPSY 417 PSYCHOLOGICAL TESTS. (3) (Prereq: PSYC 225 or permission of instructor) A consideration of the theory, development, and application of intelligence, achievement, aptitude, and personality assessment measures.

SPSY 418 PSYCHOLOGY OF THE EXCEPTIONAL CHILD. (3) (Prereq: a course in the area of child psychology or development) A study of the mentally deficient, the physically handicapped, and the unusually bright child; the characteristics, causes, needs and guidance.

SPSY 419 PSYCHOLOGY OF THE MENTALLY RETARDED. (3) (Prereq: a course in the area of child psychology or child development) The nature and causes of mental retardation; the behavior and potentialities of retarded children.

450 UNDERGRADUATE PRACTICUM IN PSYCHOLOGY I. (3) (Prereq: PSYC 101 and consent of instructor) An introduction to the acquisition of minimal technical competence in interviewing, observational techniques, report writing, data analysis, and ethical issues. Brief introduction to operant measure.

SPSY 460 HUMAN SEXUAL BEHAVIOR. (3) (Prereq: Upper Division; PSYC 101 or consent of instructor) An introduction to the psychological, physiological and sociological factors in the study of human sexual behavior and attitudes.

502 SPECIAL TOPICS IN PSYCHOLOGY. (3-6) (Prereq: PSYC 101, SPSY 224 and PSYC 225 [or a statistics course] or consent of instructor) A study of selected topics in psychology planned around areas of faculty interest and competence.

SPSY 503 CHILD PSYCHOLOGY. (3) (Prereq: PSYC 101, SPSY 224, PSYC 225 [or a statistics course], or consent of instructor) An examination of the cognitive social, emotional and physical development of children from preschool age to adolescence. Theories will be discussed and evaluated in light of pertinent research.

SPSY 505 PSYCHOLOGY OF ADOLESCENT. (3) (Prereq: PSYC 101, SPSY 224, PSYC 225 [or a statistics course], SPSY 302 or consent of instructor) An examination of cognitive social, emotional and physical development during the period of adolescence. Theories will be discussed in light of pertinent research.

SPSY 506 MATURITY AND AGING. (3) (Prereq: PSYC 101, SPSY 224, PYSC 225 [or a statistics course], SPSY 302, or consent of instructor) An examination of cognitive social, emotional and physical development in the adult years. Theories will be discussed in light of pertinent research.

SPSY 508 HISTORY AND SYSTEMS OF PSYCHOLOGY. (3) (Prereq: PSYC 101, SPSY 224, PSYC 225 [or a statistics course], SPSY 302 or consent of instructor) The historical roots of modern psychological theories and survey of the various present day approaches.

SPSY 510 ABNORMAL BEHAVIOR IN CHILDREN. (3) (Prereq: PSYC 101, SPSY 224, PSYC 225 [or a statistics course], SPSY 302 or consent of instructor) Theory of child behavior problems, including a description of types and disorders. Assessment and methods of intervention in the home, school and residential treatment centers.

SPSY 512 THEORIES OF COUNSELING AND PSYCHOTHERAPY. (3) (Prereq: PSYC 101, SPSY 224, PSYC 225 [or a statistics course], or consent of instructor) A study of the different approaches to counseling and psycho-therapy with emphasis upon both theory and technique involved in the various approaches.

SPSY 540 COGNITIVE PROCESSES. (3) (Prereq: PSYC 101, SPSY 224, PSYC 225 [or a statistics course], or consent of instructor) Experimental approaches to cognitive processes. Data and theory with respect to attention, intelligence, cognitive growth, problem solving, and concept formation.

SPSY 542 PSYCHOLOGY OF WOMEN. (3) (Prereq: PSYC 101, SPSY 224, PSYC 225 [or a statistics course], or consent of instructor) The biological, anthropological and cultural antecedents of women's roles today. Present day status, psychology and experiences of women. The potential future for women through alternatives to present-day lifestyles, and methods of change.

SPSY 545 ATTITUDES. (3) (Prereq: PSYC 101, SPSY 224, PSYC 225 [or a statistics course] and SPSY 307; or consent of instructor) An analysis of attitude theory, measurement, and change. Special consideration will be given to issues concerning the assessment and change of attitudes in applied settings such as industries, health organizations, correctional institutions and educational settings.

SOCIOLOGY (SOCY) and (SSOC)

NOTE: Sociology 101 is prerequisite to all other Sociology courses.

101 INTRODUCTORY SOCIOLOGY. (3) An introduction to sociological facts and principles; an analysis of group-making processes and products.

220 ELEMENTARY STATISTICS FOR SOCIOLOGISTS. (3) (=PSYC 225) An introduction to concepts and applications of quantitative methods, including descriptive and inferential statistics. Emphasis on analysis of empirical sociological data.

300 SOCIAL STRUCTURES. (3) (Prereq: SOCY 220 or equivalent course in quantitative methods) Selected theoretical orientations, methodological procedures and illustrative substantive data pertaining to social structures.

305 SOCIOLOGY OF THE FAMILY. (3) Sociological perspectives related to various aspects of family behaviors, roles, and values.

308 COMMUNITY ORGANIZATION. (3) An analysis of the formal and informal organization, the interrelationships among public and private agencies, and means through which community action programs are initiated, coordinated, and maintained.

309 AN INTRODUCTION TO SOCIAL INEQUALITY. (3) A sociological analysis of the distribution of wealth and income in selected societies.

SSOC 310 SOCIAL DEMOGRAPHY. (3) (Prereq: SOCY 220 or equivalent) Selected theoretical orientations, methodological procedures, and illustrative substantive data pertaining to population.

315 AN INTRODUCTION TO THE STUDY OF POPULATION. (3) (=GEOG 340) A demographic analysis of determinants and consequences of world population growth. Population in relation to economic and social development; population pressure; optimum population; and population policies.

320 INDIVIDUAL AND SOCIETY. (3) (Prereq: SOCY 220 or equivalent course in quantitative methods) Selected theoretical orientations, methodological procedures and illustrative substantive data pertaining to the relations between the individual and society.

SSOC 340 INTRODUCTION TO SOCIAL PROBLEMS. (3) Examine disagreement about social norms, deviation from norms, and consequences for social order and change. Resulting problems that may be studied include: mental disorders, juvenile delinquency, crime, drug abuse, alcoholism, suicide, sexual pathology, race and ethnic relations, world population crises, work problems, as well as other current public concerns.

350 SOCIOLOGY OF DELINQUENT YOUTH BEHAVIOR. (3) (=CRJU 351) Social factors in the development, identification and treatment of delinquents.

351 URBAN SOCIOLOGY. (3) Analysis of urban trends, characteristics, and functions of cities with reference to the social psychological factors in urban living. Attention is directed to the emergence of urbanism in the United States, with particular reference to the Southern region, and to institutions, problems and city planning.

353 SOCIOLOGY OF CRIME. (3) (=CRJU 341) Social factors in the development, identification and treatment of criminals.

355 MINORITY GROUP RELATIONS. (3) Theories, methods, and substantive issues in the study of majority-minority group relations and social processes, and cultural orientations associated with racial and ethnic differentiation.

460 SOCIOLOGY OF MENTAL HEALTH. (3) Social factors in the development, identification and treatment of mental illnesses.

SSOC 502 POLITICAL SOCIOLOGY. (3) (Prereq: SOCY 101, 300 or consent of instructor) Theory and research concerning the interrelationship between political institutions and social structures.

SSOC 506 SOCIAL ORGANIZATION. (3)(Prereq: SOCY 101, 300 or consent of instructor) Selected theoretical orientation, methodological procedures, and illustrative, substantive issues pertaining to organizations.

523 SOCIOLOGY OF DEVIANT BEHAVIOR. (3) (Prereq: SOCY 320 or consent of instructor) Theories, methods, and substantive issues in the study of social deviancy.

SPANISH

See Foreign Languages and Literatures

THEATRE AND SPEECH (THSP) and (STHE)

STHE 140 PUBLIC ADDRESS. (3) (Prereq: ENGL 102 or consent of instructor) This course is designed to increase the student's facility in the oral communication of ideas and to accustom him to speaking before an audience.

161, 162 INTRODUCTION TO THEATRE ART. (3 each) Understanding and criticism of dramatic literature, history, and production.

170 FUNDAMENTALS IN ACTING I. (3) The technique of body and voice control; improvisations; interpretation of characters; characterization applied in scenes.

240 VOICE AND DICTION. (3) The analysis, evaluation, and improvement of speech through a study of the anatomy and physiology of the vocal mechanism, voice production, and articulation.

260 THEATRE LABORATORY. (1) Participation in theatre production, including stage management, direction, costumes, makeup, lighting, sound, scenery, and business management. No formal class meetings. May be repeated for a total of four credits.

STHE 301 SELECTED TOPICS IN THEATRE. (3)

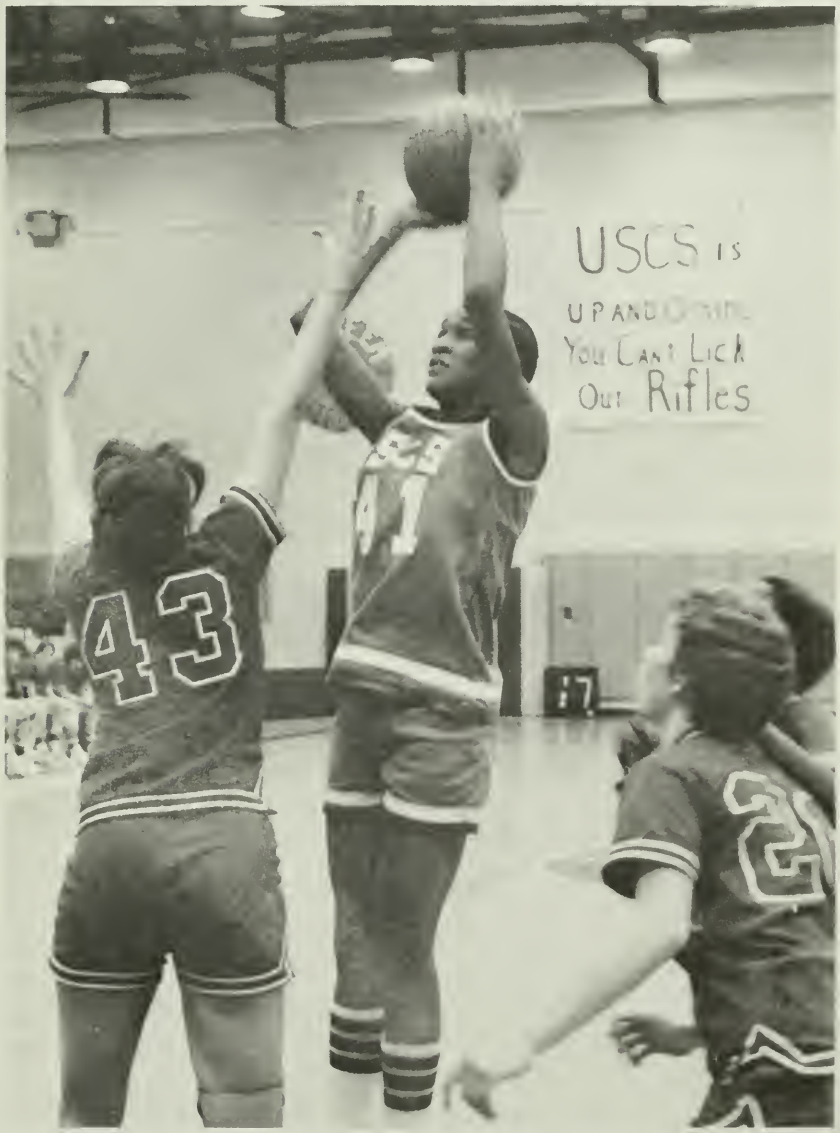
440 ARGUMENTATION AND DEBATE. (3) Preparing and delivering the debate and other forms of public address.

UNIVERSITY (UNIV) and SUNV)

101 THE STUDENT IN THE UNIVERSITY. (3) The purposes of higher education and the potential role of an individual student within the university and other learning environments. Open to freshmen only.

SUNV 210 CAREER PLANNING AND DEVELOPMENT. (3) A course designed to instruct USCS students, in an organized and structured manner, how to plan and implement career goals which will focus on self-understanding, appraisal of interest and activities and efforts to determine career objectives which lead to a more meaningful and satisfying career.

SUNV 301 CRITICAL ANALYSIS AND WRITING. (3) (Prereq: ENGL 102 or equivalent) This course instructs students in applications of rhetoric and informal logic. Written texts, primarily published essays and articles, are analyzed for content and method of presentation. Moreover, techniques are introduced for both identifying and evaluating reasoning as it occurs in natural language uses. Students are expected to produce critical essays of their own, demonstrating first-hand knowledge of the techniques of careful reading and clear writing.



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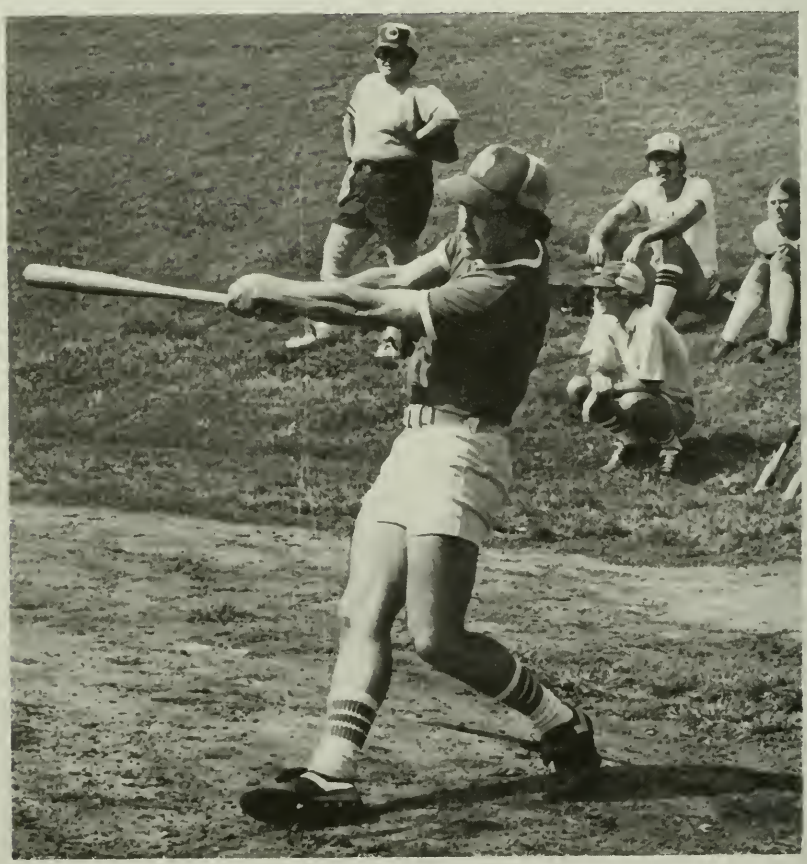

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